

TEACHER EQUITY: EFFECTIVE TEACHERS FOR ALL CHILDREN

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BEFORE THE

COMMITTEE ON

EDUCATION AND LABOR

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TEACHER EQUITY: EFFECTIVE TEACHERS FOR ALL CHILDREN

**Wednesday, September 30, 2009
U.S. House of Representatives
Committee on Education and Labor
Washington, DC**

The committee met, pursuant to call, at 11:02 a.m., in room 2175, Rayburn House Office Building, Hon. George Miller [chairman of the committee] presiding.

Present: Representatives Miller, Kildee, Payne, Scott, Woolsey, Hinojosa, McCarthy, Tierney, Kucinich, Wu, Davis, Bishop of New York, Hirono, Altmire, Hare, Shea-Porter, Fudge, Polis, Tonko, Pierluisi, Titus, Chu, Kline, Petri, Castle, Ehlers, Biggert, Platts, and Price.

Staff present: Tylease Alli, Hearing Clerk; Alice Cain, Senior Education Policy Advisor (K-12); Denise Forte, Director of Education Policy; David Hartzler, Systems Administrator; Liz Hollis, Special Assistant to Staff Director/Deputy Staff Director; Broderick Johnson, Staff Assistant; Fred Jones, Staff Assistant, Education; Jessica Kahanek, Press Assistant; Sharon Lewis, Senior Disability Policy Advisor; Celine McNicholas, Labor Policy Advisor; Stephanie Moore, General Counsel; Alex Nock, Deputy Staff Director; Joe Novotny, Chief Clerk; Lillian Pace, Policy Advisor, Subcommittee on Early Childhood, Elementary and Secondary Education; Kristina Peterson, Legislative Fellow, Education; Rachel Racusen, Communications Director; Meredith Regine, Junior Legislative Associate, Labor; Melissa Salmanowitz, Press Secretary; Dray Thorne, Senior Systems Administrator; Margaret Young, Junior Legislative Associate, Education; Mark Zuckerman, Staff Director; Stephanie Arras, Minority Legislative Assistant; James Bergeron, Minority Deputy Director of Education and Human Services Policy; Kirk Boyle, Minority General Counsel; Casey Buboltz, Minority Coalitions and Member Services Coordinator; Cameron Coursen, Minority Assistant Communications Director; Amy Raaf Jones, Minority Professional Staff Member; Barrett Karr, Minority Staff Director; Alexa Marrero, Minority Communications Director; Susan Ross, Minority Director of Education and Human Services Policy; Mandy Schaumburg, Minority Education Counsel; and Linda Stevens, Minority Chief Clerk/Assistant to the General Counsel.

Chairman MILLER [presiding]. The Committee on Education and Labor will come to order for the purpose of conducting a hearing on teacher equity and the effective teachers for all children.

Before we begin the hearing, I want to recognize in the audience. I believe we have five or six members of the parliament from Macedonia, if they would like to stand. They bring a wealth of information. They represent the Committee on Labor and Social Policy, the Committee on Education and Science—

[Applause.]

On constitutional issues, on the European community, the Committee on Transport, Communications and the Environment, and Committee on Local Self-Government.

Welcome to our committee meeting this morning. We are honored to have you. Thank you for participating in the inter-parliamentary organization, along with Congressman Price and others.

Today we are here to look at a critically important issue, how to fulfill the promise of providing every child in this country with an excellent teacher. Teachers play a pivotal role in shaping the next generation of innovators, engineers, entrepreneurs and scientists and citizens.

We can all think of a teacher who made a difference in our lives and we are all grateful to all teachers for their dedication and their hard work. In a major speech last week, Secretary Duncan called education the civil rights issue of our generation. I believe he is absolutely right.

At their core, our nation's education laws are civil rights laws. They are based upon the belief that we must give every child in the United States regardless of their background or their family income an equal shot at a world-class education.

It is unacceptable that poor and minority students in schools that are struggling academically are twice as likely to be taught by an inexperienced teacher as their peers in an affluent school. The very students who could benefit the most from the best teachers are the least likely to get them.

That is why No Child Left Behind requires states and school districts to address inequities in the distribution of teachers and to ensure that low income and minority children are not taught at higher rates than other children by inexperienced, unqualified or, perhaps more importantly, out-of-field teachers.

But under the Bush administration, this requirement was not adequately enforced. In 2006, a report by the Citizens' Commission on Civil Rights showed that 41 states did not comply with the teacher equity provisions.

While we wait for equity there are devastating consequences for far too many children. Take, for example, what happens in many math classes in schools with high concentrations of poor and minority students.

Nearly half of the math classes in high-poverty high schools are taught by teachers who did not major in math or a math related field. In high-poverty middle schools, only three out of every 10 math classes are taught by a teacher who has a college major or minor in math.

We have to do more to address the problems and we have to do it now. That is why, as part of the American Recovery and Reinvestment Act, we challenged states and school districts to do more in two ways.

First, in order to receive their share of the \$40 billion of state fiscalization stabilization fund, states are required to report how they are making progress on four key areas of reform, including improving teacher effectiveness and ensuring that excellent teachers are getting placed in classrooms that need them the most.

Second, the race to the top will reward states that make progress in this area. This sends an important signal that no—it is no longer acceptable for poor and minority students not to get their fair share of outstanding teachers.

It is in the best interest of our students, our schools and our economic future to start treating teachers like the professionals that they are, with the respect that they deserve. This means treating them the same way we treat other professions.

We have to expect the best from them and give them the resources and the professional development opportunities they need to grow. We have to do a better job of recruiting and retaining and rewarding excellent teachers. We have to ensure that states are distributing their effective teachers into the classrooms that need them most.

Now, all of this is going to require a seismic shift in the way we think about teachers, the way we talk about teachers and the way we treat teachers. We have to include teachers as part of the discussion. We have to acknowledge that when we fail to distinguish a good teacher from an okay teacher or a great teacher from an ineffective teacher, we ultimately fail our students.

This is why we are here today, for the first of several hearings we plan to hold on this issue. I look forward to hearing from our witnesses about how we can address the inequalities of teacher talent in this country, and I am pleased to know that so many of our witnesses have first-hand teaching experience, and I want to thank all of them in advance for being here.

Now, I would like to recognize the senior Republican on the committee, Mr. Kline from Minnesota.

[The statement of Mr. Miller follows:]

**Prepared Statement of Hon. George Miller, Chairman, Committee on
Education and Labor**

We're here today to take a look at a critically important issue: how to fulfill the promise of providing every child in this country with an excellent teacher.

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But under the Bush administration, this requirement was not adequately enforced.

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It is in the best interests of our students, schools and our economic future to start treating teachers like the professionals that they are, with the respect they deserve.

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This is why we are here today, for the first of several hearings we plan to hold on this issue.

I look forward to hearing from our witnesses about how we can address the inequities in teacher talent in this country. And I'm pleased to know so many of our witnesses have first-hand teaching experience.

Thank you for being here.

Mr. KLINE. Thank you, Mr. Chairman, and good morning to you all.

Thank you, Mr. Chairman, for holding this hearing. It is indeed not only important but a critical subject for us to address. I want to welcome our colleagues who make up the first panel. Good morning, good morning to you.

We are here today to explore how to ensure all children are taught by effective teachers. Study after study has shown that effective, knowledgeable teachers are among the most important factors, when it comes to improving student academic achievement. High quality teachers are more important than state-of-the-art facilities or factors such as the student to teacher ratio.

Unfortunately, the question of what makes an effective teacher is not easily quantifiable. There is no formula for the years of classroom experience or the number of degrees hanging on the wall that can guarantee a teacher's effectiveness.

Some of the most dynamic, engaging teachers are new to the profession, bringing with them the enthusiasm of a Teach for America participant or the unique perspective of an engineer or scientist offering his or her real-world experience to eager young minds.

Chairman Miller convened this hearing not just to talk about what makes an effective teacher but to explore whether it is pos-

sible to put the very best teachers where they are needed most, in the classrooms of our students with the greatest needs.

To answer that question I believe we must look first at the barriers that exist today. For instance, are collective bargaining agreements making it difficult for school districts to transfer teachers among schools? Are state and local laws and policies inhibiting school leaders from placing the best teachers where they are needed most?

I will look forward to hearing the answers to these questions from our witnesses. One of the most promising strategies to promote excellence in the classroom is the concept of performance pay. Congressman Price will be testifying this morning about his legislation to foster these innovative pay systems that reward teachers for their success and the achievement of their students.

Of course, if we want to ensure high quality teachers are in our neediest classrooms, we should work to improve the quality of all teachers. That means strengthening teacher colleges and professional development opportunities for current teachers.

It means embracing alternative certification and training programs that can bring professionals from other fields into our classrooms. It means exploring innovative programs already being implemented at the local level, such as the Teacher Advancement Program, which we will discuss today and it means discarding rigid rules and practices that put adults ahead of students.

The No Child Left Behind Act recognized the value of high quality teachers by calling for all students to be taught by a “highly-qualified teacher.” It was right concept, but in the years since the enactment of NCLB, we have seen confusion and uncertainty as states try to fit their individual teachers into a federal definition of what makes a teacher highly qualified.

For instance, teachers in rural communities are often responsible for teaching multiple subjects. Early interpretations of the federal requirements would have required these individuals to have multiple bachelor’s degrees in each of the subject areas they taught, clearly not practical in the small towns in Minnesota.

The lesson to be learned is that the federal government ought to proceed with caution as we attempt to improve the quality of our teaching workforce. We are right to shine a spotlight on this issue and I am glad to be having this hearing today, but we should be wary of a federal solution that attempts to dictate where teachers should teach, limits perspective teachers to a single path towards certification or define what makes a good teacher.

As with most of the challenges in our education system, federal intervention carries with it the possibility of significant unintended consequences that could undermine the very policies we are trying to promote.

With that, again, I want to thank the Chairman for holding this hearing. I want to thank our witnesses today for their testimony. I am looking forward to hearing that and engaging in the discussion, and I yield back.

[The statement of Mr. Kline follows:]

**Prepared Statement of Hon. John Kline, Senior Republican Member,
Committee on Education and Labor**

Thank you Chairman Miller, and good morning. We're here today to explore how to ensure all children are taught by effective teachers.

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As with most of the challenges in our education system, federal intervention carries with it the possibility of significant unintended consequences that could undermine the very policies we're trying to promote.

With that, I want to thank our distinguished panel of witnesses—including the Members who've taken time from their busy schedules to be here this morning—and I yield back.

Chairman MILLER. Thank you very much. If there is further opening statements of the members, they will be included in the record in their entirety without objection.

Our first panel is made up of two of our colleagues, the Honorable Chaka Fattah, who is the representative from Pennsylvania,

who is currently serving his eighth term representing the 2nd Congressional District in Pennsylvania.

Congressman Fattah has long been an advocate for education and is an architect of the GEAR UP program, which has become the largest pre-college awareness program in the nation's history and has contributed over \$2 billion toward educational advancement, college readiness and retention for low-income students. Prior to joining Congress, he served 12 years in the Pennsylvania legislature.

The Honorable Tom Price is the Representative from Georgia, who is currently serving his third term in the House, representing the 6th Congressional District of Georgia. He serves on the Education and Labor Committee and is the ranking member on our Health, Employment, Labor and Pensions Subcommittee and prior to joining the Congress, Congressman Price served four terms in the Georgia state senate.

Welcome to the committee. You have all testified before committees before. You know the time constraints, but we look forward to your testimony and thank you for participating this morning.

Congressman Fattah, we will begin with you.

STATEMENT OF HON. CHAKA FATTAH, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF PENNSYLVANIA

Mr. FATTAH. Thank you, Mr. Chairman and to the ranking member. It is a pleasure to be back before my old committee and see the great work that you are doing. I have a testimony that I am going to submit for the record and I just want to comment and elaborate on it.

On yesterday, I had the opportunity to host former Speaker Gingrich and Secretary of Education Duncan and others, Reverend Sharpton at my alma mater in Philadelphia, a school that a few years ago was in the 20th percentile and now is ranking up in the 90th percentile in all the state assessment tests.

And the difference is that getting teachers in that are competent, that understand their field. It is run through a mastery, a Chartered School Program that the committee is well aware of and Scott Gordon has appeared before the committee.

So we have proved—these are the same kids in the same buildings, but when provided with teachers who know their subject that have high expectations for these kids, literally, they have moved from the very bottom to the very top of the state assessment process.

Everywhere we look the data is clear. The Arkansas school finance case. Roy King filed an affidavit and he says, "Look, I am the entire math faculty for 200 kids in this rural high school. I teach calculus, Algebra 1, Algebra 2."

He wanted the court to know one thing. His degree was in physical education, he hadn't taken a math course since high school. He had 20 textbooks for 200 kids, that he had to literally do a lottery to see who could take the textbook home, and he said they had 4 calculators, of which the majority didn't work.

This is the situation around the country. You are going to hear about a report done by the University of Penn professor later on in the testimony showing that out-of-field teachers across the

board, when we get to high-poverty schools, across all of our states are aggregated in high-poverty schools.

Yes, in areas where we have shortages, math and science, but also in areas where we don't have teacher shortages, we still have out-of-field teachers aggregating in these schools.

In your home state of California, Ed Trust showed just a few years ago, 45,000 out-of-field teachers or unqualified teachers, teachers teaching subjects that they didn't major or minor in in college.

In Chicago, the Chicago Sun Times went around school-by-school and literally found that teachers did better. If you were an African American child in the City of Chicago, you were 23 times more likely to have a teacher who failed all six of the basic skill tests on the Illinois teacher exam.

I mean, so the reality is that wherever we look, the school board in Pennsylvania, 50 percent of what the state says are unqualified teachers are in one of our 501 school districts. It just happens to be in Philadelphia.

Now, when we say unqualified teachers, it sounds like a derogatory term. It really means teachers who are not qualified to teach the subjects that they have been assigned to and, in all cases, this is not the teacher's fault.

This is—as my alma mater at Overbrook High School, teacher shows up, degree in art history, ready to teach, excited. The principal says, “I need an algebra teacher, go in that room and teach algebra.”

At the end of the school year that teacher, featured on the front page of the “Philadelphia Inquirer” was, she was disturbed. She was frustrated. She quit teaching. The kids hadn't learned anything because she wasn't in a position to teach algebra. It wasn't her field.

And this is the problem that we face across the country and which because of the nature of the way poor school districts, both rural and urban are funded, they are not in a position to really compete for teachers with their wealthy suburban counterparts, especially in areas where there are shortages, math and science and the like because you can make, in the Philadelphia instance, almost twice as much in a suburban classroom than you can in Philadelphia and teach half as many kids.

So if you have a math degree, you can figure that out pretty quickly about where you might be interested in teaching, so we have these challenges. The committee has done some important work in the Recovery Act moving in this direction.

What was in No Child Left Behind was great in terms of what it required but, as the chairman has mentioned almost no states really complied with the responsibility there.

So it is a pleasure to be here. And now is the time, given our new administration, given the secretary's commitment and given this committee is determined leadership on this matter for us to make effective teaching available to all children.

And we have to use both what we know now, which is do they have content knowledge? Do they have experience and do they have a desire to teach and what we are now putting together are new

measurements of effectiveness in the considerations as we go forward.

Thank you, Mr. Chairman.

[The statement of Mr. Fattah follows:]

**Prepared Statement of Hon. Chaka Fattah, a Representative in Congress
From the State of Pennsylvania**

Mr. Chairman and members of the House Education and Labor Committee, thank you for inviting me here to testify today on the issue of teacher quality and the equitable distribution of teacher talent. As research has repeatedly demonstrated, high quality teachers are the most reliable and powerful contributors to student academic achievement. This same research also shows that low-income students and students of color are consistently and disproportionately taught by teachers with the lowest pre-service predictors of teacher success. I would like to focus my remarks today on two issues central to this discussion. First, I would like to talk about measures of effectiveness and the role of pre-service indicators of quality, including subject mastery and experience. Then, I will address the pernicious challenge of attracting and retaining the most desirable teachers in high-poverty schools.

I would like to applaud the efforts made by this Committee and our Senate colleagues in the American Recovery and Reinvestment Act to promote measures of teacher effectiveness, which are tied directly to student progress. Surely the objective of all teachers is to see that their students master the content they teach and to ensure they are prepared to progress to the next grade. Unfortunately, we have relied for years on informal and anecdotal assessments of teachers and their classroom performance. Parents have discussed amongst themselves which 3rd grade teacher was best at teaching fractions, and which 6th grade students would be best prepared for 7th grade. Likewise, 11th grade teachers compare the quality of the 10th grade teachers based on what incoming students knew and were able to do.

As the Department of Education and schools nationwide undertake the daunting task of measuring what was “value-added” during the school year, I wish them luck. This mission will require balancing the accuracy of assessments, fairness to teachers, and a system to support teacher improvement in identified weaknesses. Any system of measuring effectiveness must include teacher participation in development, student achievement data, and a means for correcting inevitable flaws in any first attempt. The objective of such a system must be to support teachers at improving their practice and to build long-term gains in student achievement, rather than simply to weed out bad apples.

As these systems are being developed, however, we must not abandon current proxy measures of teacher quality. While teacher content expertise, preparation and experience do not correlate in all cases with student learning, they are the best indicators available to predict classroom success. Rigorous evaluations of Teach For America have shown that those teachers, overwhelmingly inexperienced and without school of education credentials, have dramatic effects on student achievement. Students of these teachers learn at least as much as students of better credentialed and more experienced peers. This said, Teach For America teachers are the exception rather than the rule when considering teacher experience and effectiveness. Experts agree almost universally that the quality of instruction improves over time, and that it takes at least three years before teachers begin to master the art and science of teaching. Teacher experience is also a broader indicator of school stability and management. Schools with more experienced teachers are better able to support long-term growth and to tackle long-standing challenges. While experience should not replace effectiveness as the measure of teacher quality, it is a worthwhile proxy until effectiveness measures have been put in place and tested.

In addition to experience, we must consider teacher content mastery. We cannot expect students to reach high levels of subject understanding if the instructor him/herself lacks that very understanding. Naturally, this issue arises more frequently in secondary education. In order to prepare students for college-level science, technology, engineering and math, we must provide educators who have demonstrated mastery of these subjects. Too often, high-poverty schools are staffed by teachers who attended the least selective and rigorous post-secondary institutions, who achieved the lowest scores on certification exams and who failed to major or minor in the subject they are assigned to teach. There are certainly teachers for whom any of these indicators of content mastery (college selectivity, exam scores, major/minor) bears no relation to their effectiveness as instructors in the subject. Once again, a fair and reliable system for measuring teacher effectiveness will replace the need for these proxy measures.

Establishing and reporting pre-service proxy measures of teacher quality and reliable measures of teacher effectiveness will only get us halfway to our goal of providing every child a high-quality, effective teacher. For many (if not most) schools, this reporting will demonstrate what we already know. Most teachers in most schools are doing an excellent job of teaching their students and preparing them for the next grade. Nevertheless, we are also confident that this widespread and consistent reporting will also show (as previous research has done) that low-income students and students of color are disproportionately taught by lower-quality teachers. This is the case in both the remedial tracks of lower-poverty schools, and across the board in higher-poverty schools.

One of the more admirable provisions of the No Child Left Behind Act was a requirement in Sec. 1111(b)(8)(C) that state plans include, “steps that the State educational agency will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such steps.” Though this provision has been virtually unenforced since its inception, I was pleased that this Committee sought to remedy that problem in the American Recovery and Reinvestment Act. The Department clearly has the authority it needs to address the challenge of inequitable distribution of teacher talent.

Addressing this problem will require the engagement of schools, districts, collective bargaining units, teachers and state and federal policymakers. If we are to provide low-income students the best teachers, we must make their schools and classrooms desirable places to be. While we could simply mandate the redistribution of teachers from the federal Department of Education, this would be absurd and ineffective. Merely assigning a teacher to teach in a dysfunctional school with ineffective leadership, community support and resources will not solve the problem. We must develop better ways of recruiting and retaining good school leadership, providing support to struggling teachers, and offering compensation and working conditions commensurate with the importance of the task we have asked these teachers to undertake.

If we are to build and develop a strong 21st century teaching workforce, we must make greater efforts to attract people of color, especially men, into education. Simply relying on the status quo ignores the increasing diversity of our classrooms and fails to capitalize on the talent and dedication of diverse young college graduates. In order to build a pipeline of effective educators with diverse roots, we must instill in young children, through example, the sense that teaching is a possible career path for everyone. We must recruit students early in their college careers by providing assistance to those who face disproportionate challenges in funding their education. As one example, the “Call Me Mister” Program, a successful model for bringing more African American men into teaching, has recently been expanded to Philadelphia in a partnership with Cheyney University. In addition, we must provide the compensation, working conditions and professional recognition and development necessary to attract and retain professionals who would otherwise pursue different paths. As racial barriers to entry fall in many fields, it is important that the field of education become more competitive and proactive in ensuring that children are educated by teachers who are as diverse as their classmates.

As I have consistently argued before this Committee and elsewhere, we must make better strides in ensuring that all schools have resources adequate to teach students to high standards. High-performing teachers consistently flock to high-poverty schools with good leadership, motivated students and adequate support. While students in high-poverty schools often present teachers the greatest professional challenges, they also offer the greatest rewards. As we begin to measure teacher effectiveness, I believe that contrary to the assumptions of many, we will see teachers can be more effective at moving students ahead years at a time when they start with such serious deficits. It is likely that teachers of the highest achieving students will face the greatest challenges increasing student achievement as significantly as is expected.

Ultimately, we must invest in teachers, administrators and school systems the idea that low-income students and students of color hold the same potential as their higher-income and White peers and that they are worthy of the resources we know they need to be successful. Now is the time to recognize those amazing educators who are moving their students ahead at a stunning pace and to support more teachers to take up this challenge. Our students should expect and certainly deserve nothing less. I appreciate the attention of this Committee and look forward to working with you to advance this critical goal.

Chairman MILLER. Congressman Price.

**STATEMENT OF HON. TOM PRICE, A REPRESENTATIVE IN
CONGRESS FROM THE STATE OF GEORGIA**

Mr. PRICE. Thank you, Mr. Chairman.

Chairman MILLER. Welcome back.

Mr. PRICE. Thank you so much, Mr. Chairman, Mr. Kline and all my colleagues on the committee. What a great privilege and honor it is to testify before the committee today. I want to thank each of you all for your wonderfully diligent work as well on the committee.

I sincerely believe that this is one of the areas where there is real opportunity for bipartisan work. We all have the same goal as Representative Fattah mentioned and it is an area that I think we can embrace a positive solution that will get the job done.

The month of September marks the beginning of the school year for many communities across our land and for the next year the one person that will have more influence and input, other than a set of parents, into a child's development will be a teacher.

For those with a young child, who is entering school for the very first time, you know that these are the most crucial years for learning and for growth and it goes without saying that teacher quality has proven to be one of the most important school-related factors influencing student achievement.

Now, the goal of this particular hearing is to examine the progress states and localities have made toward ensuring every child is taught by an effective teacher. In order to accomplish this, some have mistakenly believed that we can only realize a type of equal distribution through governmental mandates.

In fact, to the contrary, mandates combined with tenure rules and collective bargaining agreements make this more difficult. Such a framework creates rigidity in labor markets and puts up more hurdles and barricades. It is why Republicans in the House of Representatives have rejected this approach and embraced a much different path, a more positive path.

For the third Congress in a row Republicans, on this committee, are introducing the Teacher Incentive Fund Act, a measure that is designed to place more high-quality teachers in the most hard-to-staff localities through implementation of performance-based compensation systems.

The Teacher Incentive Fund permits states and local school districts to apply for federal grants, in order to develop, implement or improve performance-based compensation systems for teachers and principals. These systems primarily differentiate compensation on the basis of increases in student achievement.

Educators may be paid bonuses and increased salaries and they may also be rewarded of staffing high-need subject areas, fulfilling additional job functions or demonstrating superior teaching skills. The Teacher Incentive Fund does not operate through a series of mandates, but rather it relies on granting as much flexibility as possible to local school districts to create their own, unique systems.

It rejects a one-size-fits-all approach from Washington and places local schools and districts in a position to succeed without perma-

ment interference from Congress and it is why a local school district may only receive a grant one time, with a decreasing federal match, because we want localities to own and administer these systems over the long-term.

Of course, none of the success would be possible without local buy-in. And the success of the Teacher Incentive Fund, a currently unauthorized program which has received support from two presidents, is already well-documented.

The testimony before this committee, just last Congress, from Dr. Joseph Burke the Superintendent of Schools in Springfield, Massachusetts said, "The Teacher Incentive Fund creates the opportunity for highly motivated and courageous school reformers to change tightly held traditions in education.

"In fact, the Teacher Incentive Fund has served as a catalyst for reform in the Springfield Public Schools. Working in collaboration with our local teachers' union, we have created a way to measure teacher performance based on a teacher's ability to improve student achievement."

So creating opportunities and incentives and rewards via traditional market forces, not mandates, will lower teacher attrition rates and make teaching jobs in hard-to-staff schools much more attractive. If we want every child to be taught by a highly-effective teacher, let us create the mechanisms to do so through the Teacher Incentive Fund.

I thank the Chairman and members of the committee and yield back.

[The statement of Mr. Price follows:]

Prepared Statement of Hon. Tom Price, a Representative in Congress From the State of Georgia

Good morning and thank you, Chairman Miller and Ranking Member Kline.

The month of September marks the beginning of the school year for many localities across the country. And for the next year, the one person who will have more influence and input other than a set of parents into a child's development will be a teacher.

For those with a young one who is entering school for the very first time, you know these are the most crucial years for learning and growth. And it goes without saying that teacher quality has proven to be one of the most important school-related factors influencing student achievement.

Now, the goal of this particular hearing is to examine the progress states and localities have made toward ensuring every child is taught by an effective teacher. In order to accomplish this, some have mistakenly believed that we can only realize a type of equal distribution through government mandates. In fact to the contrary, mandates, combined with tenure rules and collective bargaining agreements, make this more difficult. Such a framework creates rigidity in labor markets and puts up more hurdles and barricades.

It is why Republicans in the House of Representatives have rejected this approach and embraced a much different path. For the third Congress in a row, Republicans on this Committee are introducing the Teacher Incentive Fund Act, a measure designed to place more high quality teachers in the most hard to staff localities through the implementation of performance-based compensation systems.

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to create their own unique systems. It rejects a one-size-fits-all approach from Washington and places localities in a position to succeed without permanent interference from Congress. And it is why a local school district may only receive a grant one time with a decreasing federal match—we want localities to own and administer these systems over the long-term!

Of course, none of the success would be possible without local buy in. And, the success of the Teacher Incentive Fund, a currently unauthorized program which has received support from two Presidents, is already well-documented. Just take the testimony before this Committee last Congress from Dr. Joseph Burke, the Superintendent of Schools in Springfield, Massachusetts:

The Teacher Incentive Fund creates the opportunity for highly motivated and courageous school reformers to change tightly held traditions in education. In fact, the Teacher Incentive Fund has served as a catalyst for reform in the Springfield Public Schools. Working in collaboration with our local teachers union, we have created a way to measure teacher performance based on a teacher's ability to improve student achievement.

Creating opportunities, incentives and rewards via traditional market forces—not mandates—will lower teacher attrition rates and make teaching jobs in hard to staff schools more attractive. If we want every child taught by a highly effective teacher, let's create the mechanisms to do so through the Teacher Incentive Fund.

Thank you.

Chairman MILLER. Well, thank you very much to both of you and thank you again for your history of involvement on this issue. I just sort of have two quick questions. I know you have other committees to go to.

But Chaka, I think you make—Congressman Fattah, you make an important point that, you know, we tend to look at this as an issue of sort of disservice, if you will, to the student, but it is also to the teacher. You know, I have personal friends who have been put in this situation, that were informed over the summer because of circumstances, in some cases beyond the school district's control.

But what they also do, in many instances, is pick the best teacher who may be out-of-field and tell that person you have got to get ready because in 6 weeks you are going to be teaching geometry or something out of your field.

And that person, if you know them personally and you listen to them throughout the school year, they are doing the very best they can but they are not happy campers because they know the pressure that they are operating under to try to deliver that course and the content of the course the best they can, but that is not what they do, if you will, for a living.

But they were drafted, they had little or no choice, in many instances. I mean they do have choices, but they step up, but it also rebounds back onto that teacher, those working conditions and the stress that we put on them in that situation.

And I think that is an important point that this is a two-way street and both ends can end up sort of losing out on that decision.

Congressman Price, I appreciate your support for the Teacher Incentive Fund and you are pushing it as hard as you have. I think, you know, what we have seen in the value there is that in most instances, teachers and school districts and in many instances the unions come together and the first step is to say we need some money to figure out how to make this work for us, not for the people down the road, but for us.

And I think that is starting to demonstrate that part of the success is that a lot of the acrimony is taken out of that. That hasn't happened in every instance, but I think we are seeing it more often

than not, so I think as this has evolved, as we have struggled to keep it on the books, we are seeing that the attitudes are changing and people believe that they can construct a more effective workplace for themselves and clearly for the students.

So I just want to thank you both for your leadership.

Congressman Fattah?

Mr. FATTAH. Mr. Chairman, the thing I want to emphasize the most is that what we know in the research, without contradiction, is that if a kid gets a highly qualified teacher that there is no other circumstances that are going to have a, you know, whether we talk about socioeconomic circumstances, all of that held to the side, they will achieve at grade level, so what we need to do is be focused on that.

And you know, we look at our international competitors. China just announced on yesterday, they have cut the number of unqualified teachers by more than half. It is a national imperative that they want to get qualified teachers in their classrooms.

Sweden has just decided what we allow under all of our state laws is well if you can't produce a teacher who can teach science, so you apply for a waiver and then you get this waiver and then you get this waiver and then it is—you know, sort of you allow the teacher who doesn't have the qualifications to go into that classroom. They are going to disallow this whole process.

So we are in a competition economically that requires us to get these children an education and I just want to re-emphasize, you know, I had a—Speaker Gingrich out yesterday in a school where the kids, the same kids, who were scoring in the 20th percentile are now 85 plus percentile, almost 90 percent in Philadelphia.

And it is a matter of whether we are determined to get this done or not and, if we are, then we can—you know, we don't have to have this disparate impact throughout our country. And this happens in rural and urban school districts where these children are being confronted everyday with teachers who may care about them.

I mean Roy King's affidavit, he said he loved these kids, he just was in no position to teach them math, you know, at all. And the fact that we didn't want to have those children, you know, compete for all of the prizes in life, college and jobs and everything, based on an education in which not that they were inadequate, but that we provided inadequate instruction.

And so, you know, I heard my colleagues say, you know, we want to have this local flexibility and so on. That is wonderful, except that is the system in which we have arrived at, at this moment, which provides this disservice throughout our country.

So we have to be cautious as we go forward, especially as we compete internationally that we don't continue to do the same thing expecting to have a different result.

Chairman MILLER. Thank you.

Mr. Kline?

Mr. PRICE. If I may respond for a moment—

Chairman MILLER. Oh, excuse me, excuse me.

Mr. PRICE. And I want to we were almost about to have a love fest, but the goal is the same without a doubt. It is obviously to have a highly-qualified teacher in every subject in every classroom.

The question is how do you get there and the fact of the matter is that it isn't local flexibility that has caused the problem.

It is that we either have mandated things from on high that requires teachers to do certain things that don't necessarily result in higher outcomes and performance by the student. Or we haven't provided appropriate incentives for teachers to go into either the schools that are most challenging or the courses that are the most challenging.

So that is why we would suggest that a different way, a positive way, a way that would result in higher performance by students and greater reward to the teachers and the administrators who are gaining that greater performance is through a system of incentives that we could certainly open up here through the Teacher Incentive Fund and other programs.

Mr. KLINE. Thank you, Mr. Chairman, I want to thank both of the witnesses for being here and for not only your interest but your passion. I think that this is one of those times when every one of us absolutely agree on the outcome that we are trying to get to.

We really do want highly qualified, effective teachers teaching our children. And we have been focusing on the children with greatest need. We are going to have some differences on how we get there, but I am actually fairly optimistic that we can work together in a pretty bipartisan way.

Clearly there are differences between school districts in the Twin Cities in Minnesota or in Chicago than in Le Center, Minnesota, where they are—it is a very small town, just very difficult to get a teacher with a degree in every subject to show up.

So I think we have to recognize that there are differences and we have to allow, I believe, for some flexibility and so it will be interesting how we come together to try to reach this common goal. Again, I want to thank you for being here and the chairman for holding this hearing and I am really looking forward to the rest of the hearing. I yield back.

Chairman MILLER. Thank you. Are there other members that have questions for our panel, burning question, can't wait until you see them on the floor? No questions.

Thank you very much. Thank you for your participation, and thank you for your history of involvement here.

If our second panel would come forward now? Our second panel will be made up of Layla Avila, who is a vice president of the Teaching Fellows Program at The New Teacher Project, a national nonprofit that works to place outstanding teachers in high-need schools, where she helps school districts hire approximately 3,000 high quality teachers a year.

Prior to joining The New Teacher Project, Ms. Avila taught the bilingual and ESL elementary school students and served on a leadership team at August A. Mayo Elementary School in Compton, California. She also worked as an analyst to the White House initiative on educational excellence for Hispanic Americans.

Dr. Linda Murray is the interim executive director, Superintendent Residence Education—for Education Trust West. Ms. Murray serves on the California's P-16 Commission, where it recently appointed the American Diploma Project Alignment Team for the state of California.

Prior to joining Ed Trust, Ms. Murray was a superintendent at San Jose public schools where she led school districts' effort to become the first urban school district in the state of California to raise graduation requirements to meet entrance requirements to post secondary institutions in the state.

Mr. Dennis Van Roekel is the president of the National Education Association and is a 23-year veteran of teaching. During his tenure at president of the NEA, he helped produce the very recent report entitled "Children of Poverty Deserve Great Teachers," and announced the launch of a brand new campaign by NEA to increase teacher effectiveness in high-needs schools.

Mr. Van Roekel has also served as many capacities at the NEA including vice president and secretary treasury prior to taking the leadership roles at NEA. Mr. Van Roekel taught in math in Phoenix, Arizona.

Dr. Marguerite Roza is a research associate professor of the University of Washington's College of Education where her research focuses on education finance including the inequities and inefficiencies in education spending at all levels.

Dr. Roza has written extensively on teacher equity problems, comparability and most recently a report on how seniority-based layoffs will exacerbate the job loss in public education. Dr. Roza previously served as a lieutenant in the United States Navy and taught thermodynamics at the Nuclear Power School.

Latanya Daniels is the associate principal of Edison High School in Minneapolis, Minnesota. Ms. Edison participated, excuse me, Edison High School participates in a teacher and student advancement program, which aims to attract, retain and develop talented people in teaching profession.

Ms. Daniels has previously taught middle school math for 6 years and served as Math Department Chair. While teaching, Ms. Daniels completed her education specialist degree with a license in administration. Ms. Daniels is featured in "Who's Who Among America's Teachers" and "The Women's Press."

Dr. Frederick Hess is the resident scholar and director of Education Policy Studies and the American Enterprise Institute for Public Policy Research. Dr. Hess is author of several books including "Common Sense School Reform and Revolution at the Margins."

And prior to joining the American Enterprise Institute, Dr. Hess taught high school social studies and served as a professor of Education Policy at Georgetown, Harvard, Rice and University of Virginia and the University of Pennsylvania. Wow, glad you found time to drop by here. [Laughter.]

Thank you, we look forward to all of your testimony. As you know, when you begin testifying, a green light will go on. You will have 5 minutes to summarize your written testimony. Your written testimony will be placed in the record of this hearing in its entirety.

Please testify in the manner in which you are most comfortable. An orange light will go on, which suggests you have about a minute to summarize and to finish your testimony. And then a red light will go on, which your time has ended and then when the panel is done, we will come back to you with questions.

Ms. Avila, welcome.

**STATEMENT OF LAYLA AVILA, VICE PRESIDENT OF THE
TEACHING FELLOWS PROGRAMS, THE NEW TEACHER
PROJECT**

Ms. AVILA. Good morning, everyone. My name is Layla Avila and I am the Vice President of The New Teacher Project. We are a national nonprofit dedicated to ending the injustice of educational inequality by ensuring that poor and minority kids in this country get excellent teachers.

The New Teacher Project was started in 1997 by teachers in order to help school districts and states solve their teacher quality challenges. Thank you so much for giving me the opportunity to address the committee today.

We all know from our own lives and we all know from the growing body of research that teachers have a greater impact on educational learning, on outcomes, much more so than a lot of other school factors.

The New Teacher Project helps school districts with teacher effectiveness by developing scalable solutions that will allow them to recruit and certify teachers. But also to help them dismantle some of the policy barriers that currently prevent them from providing poor minority kids in this country the very best teachers.

Today we work with some of the highest need school districts across this country, school districts like the Oakland Unified School District, like the Recovery School District in New Orleans, in Chicago and New York City.

In the last 12 years, The New Teacher Project has recruited and trained more than 33,000 teachers across this country. These are teachers that have had an impact on an estimated 4.2 million students. But today I also want to bring my own personal experience in addition to my professional experience.

I bring the experience of growing up in a poor family, from an immigrant family and being raised by a single mother who was also disabled. We lived in East Los Angeles, California. And growing up I remember hearing that not much was to be expected of me because I didn't have a father and because I was a girl.

And in an area where the neighborhood schools see educational outcomes where as many as one out of two kids drop out of high school, the odds were really stacked against me. But despite very challenging circumstances, I was able to attend both Columbia and Harvard Universities.

And I have no doubt in my mind that I owe my success to a small group of highly-effective teachers like Michelle Simbers, who when I was in the sixth grade was already teaching me algebra. And like Mr. Mitchell, who when I was 13 years old said to me, I am going to send you to a prep school and by doing so, you are going to have your pick as to which college you want to attend.

I am certain that these teachers put me on a different path in life. And the problem is that my story is really the exception. I was one of the lucky ones as I often hear people say. And in a system where we treat teachers like interchangeable parts, there are millions of kids across this country who don't get teachers that are going to give them a fair shot at a brighter future.

And we all know that teachers matter. We all know that they change lives every single day. We know that they have the power

to raise kids like me out of poverty. And so based on our recent report, the “Widget Effect,” we asked ourselves the following question.

If teachers are so important than why don’t we act like it? In the “Widget Effect” we found that the underlying reason is because we treat teachers like widgets, like one teacher is just as good as another, even though all the research tells us just the opposite.

In this report, we used methodology that is slightly different than what might you see in another educational report. We actually assembled an advisory panel of more than 80 stakeholders across four different school districts—I am sorry, four different states. And we surveyed more than 12,000 teachers.

We reviewed more than 40,000 educational evaluation reports and we did this in 12 school districts. Now the results were absolutely astounding. The results were the following, number one, all teachers were either rated as good or great. Less than 1 percent of teachers across these 12 school districts received an unsatisfactory rating. Even though year after year, there were students who were not meeting even basic academic standards.

Number two, excellence is going unrecognized in our schools. When you have a system where you are rating everyone either good or great, you are failing to identify your truly outstanding teachers. In fact, we treat our outstanding teachers just like we treat our ineffective teachers.

Number three, the professional development that we currently offer is not very useful. Three out of four teachers said that they weren’t given any meaningful feedback to really improve their performance. Number four, novice teachers are ignored.

Number five, poor performance is being unaddressed right now. In half of the districts that we studied, not a single district had dismissed a tenured teacher in the last five years. And this is even though the majority of teachers said that there was a poor performing tenured teacher in their school right now.

Now, we know what it takes to change child’s lives. We know that we need to number one, create evaluations where we are truly differentiating our great teachers from our good, our good from our fair and our fair from our poor.

We need to create fair, accurate and evaluations that really are rigorous. We need to ensure that teacher effectiveness actually matters by making sure that the data that we collect is actually informing practice, like how we train, who we retain and how we pay teachers. And we need to address poor performance because the stakes are too high not to.

So in closing, we cannot provide effective teachers to each student if we don’t know who our most effective teachers are. I urge you to implement our recommendations as swiftly and to the greatest extent possible. Thank you.

[The statement of Ms. Avila follows:]

**Prepared Statement of Layla Avila, Vice President,
the New Teacher Project**

Good morning. My name is Layla Avila. I am Vice President of The New Teacher Project, a national nonprofit dedicated to ending the injustice of educational inequality by ensuring that poor and minority students get outstanding teachers. The New

Teacher Project was founded by teachers in 1997 to help school districts and states solve their teacher quality challenges.

Thank you for the opportunity to address the committee about how to ensure ALL children have highly effective teachers. As we all know from our own lives as well as a growing body of research, teachers have a greater impact on student learning than any other school factor.

The New Teacher Project helps school districts with issues of teacher effectiveness by developing scalable solutions: we recruit and certify teachers and we design reforms for policies that prevent school districts from giving poor and minority children access to great teachers.

Today, we work with some of the highest need districts across the country. We find and train great teachers for schools in Bedford-Stuyvesant in Brooklyn; West Oakland, California; Englewood in Chicago; the Ninth Ward of New Orleans, and many other struggling communities.

In the last 12 years, we have recruited or trained more than 33,000 teachers, who have touched the lives of an estimated 4.2 million students.

But I also bring my own experience today: my experience as a daughter of immigrants who grew up poor and was raised by a single, disabled mother in East Los Angeles.

Growing up, I remember hearing that not much should be expected of me as I didn't have a father, and I was a girl.

And if you look at outcomes in the local schools, the odds were stacked against me; in my neighborhood anywhere from 1 in 3 to 1 in 2 students dropped out of high school

Despite very challenging circumstances, I was able to attend both Columbia and Harvard. And I have absolutely no doubt that I owe my success to a succession of highly-effective teachers. They include Ms. Simmers, who taught me Algebra in the 6th grade and to Mr. Mitchell, who told me at age 13 that I would attend a prep school and have my pick of colleges.

My teachers put me on a different path in life. They inspired me to become a teacher myself, in Compton, CA, and then to dedicate my career to education.

The problem is that my story is an exception. I was one of the lucky ones.

In a system where we treat teachers like interchangeable parts, millions of kids do not get teachers who can give them a fair shot at a better future. And it shouldn't be that way. There should be tens of thousands of students like me.

We all know how much teachers matter. They lift kids like me out of poverty. They change lives every day. They are the subject of tributes and speeches, and testimony like this.

But as our recent report, The Widget Effect, showed, our actions do not match our words. In school systems across the country, we are largely indifferent to teacher effectiveness.

With The Widget Effect, we asked this question: If we believe teachers are so important, why don't we act like it?

The underlying reason is because teachers are treated like widgets, as though one teacher is just as good as another—even though all the research tells us just the opposite.

The methodology for this project was unlike almost any other educational report. We created an advisory panel of almost 80 stakeholders across four states, including 25 union leaders. We surveyed over 15,000 teachers and looked at 40,000 evaluation records in 12 school districts.

The results were astounding:

- All teachers were rated as good or great: less than 1% of teachers were rated as unsatisfactory even when, year after year, students failed to meet basic academic standards and schools entered into program improvement.

- Excellence goes unrecognized: By rating all teachers "good" or "great," we fail to recognize our truly outstanding teachers; in fact, we treat them no differently than we treat the most ineffective teachers.

- Professional development is inadequate: Almost 3 out of 4 teachers didn't receive any meaningful feedback to improve their performance.

- Novice teachers are neglected, and tenure becomes a meaningless achievement.

- Poor performance goes unaddressed: Half of the districts studied did not dismiss a single tenured teacher for poor performance in FIVE years, even though a majority of teachers say there is a poorly performing tenured teacher in their school RIGHT NOW.

When our report was released, it was praised by an extraordinary range of voices, from the Secretary of Education to the National Education Association to the New York Times Editorial board to a number of sitting governors. We believe that for such groups to agree, the report must be saying something relevant.

I owe my success to a small group of excellent teachers. I'm proof of how much teachers matter. So I find it shameful that we treat them like they don't matter, like widgets. If we care about the success of our students, we have to start caring about the success of their teachers. And that means acknowledging the real differences between teachers in their effectiveness, and taking action to ensure that all children get the same kinds of teachers that I did.

We know what it takes to change a child's chances. Let's:

- Create evaluations that differentiate great teaching from good, good from fair, and fair from poor. And use student growth as a critical component.
- Ensure evaluations are done fairly and with accuracy and rigor
- Make teacher effectiveness matter; the data should drive decisions that affect the quality of the teacher workforce, from how teachers are trained to how they are developed, paid and retained.
- Address poor performance, because the stakes are too high to allow ineffective teaching to hold back class after class of students.

In closing, we cannot provide effective teachers to each student if we cannot determine who our most effective teachers are. As long as the widget effect persists, poor and minority children will continue to get the short end of the stick in terms of access to excellent instruction, and kids like me will be celebrated as rare exceptions, not the norm. It doesn't have to be that way. I urge the committee to move aggressively to ensure that the recommendations in our report are implemented as widely as possible in the shortest timeframe possible.

Chairman MILLER. Dr. Murray?

STATEMENT OF LINDA MURRAY, INTERIM EXECUTIVE DIRECTOR AND SUPERINTENDENT IN RESIDENCE, EDUCATION TRUST-WEST

Ms. MURRAY. Chairman Miller, members of the committee, thank you very much for providing me with the opportunity to talk with you this morning about the importance of strong teaching to the efforts to boost achievement and close achievement gaps.

My name is Linda Murray, and I currently serve as the Executive Director of the Education Trust West in Oakland, California. Prior to joining the Trust, I was for 11 years, superintendent of schools in San Jose, California and before that, an associate superintendent in Broward County, Florida. And it is my experience as a district leader that convinced me years ago that there is nothing more important to our students than strong teachers.

The San Jose Unified School District is an urban district of 32,000 students, 51 percent Latino, 45 percent come from low income families, and there are approximately 1,800 teachers in that district.

When I first got there in 1993, there was a long history of distrust and even outright hostility between the central office and the teachers' union. I saw quickly that any real progress on improving student achievement and closing gaps depended on reversing the destructive relationship that paralyzed us and hurt our students.

Over time and with lots of effort from all parties, we became partners in improving student learning and our students reaped the benefits. Together we raised expectations and substantially narrowed gaps.

San Jose Unified became the first district in California to set the goal of college readiness for all students and to require all students, even the poorest, to take the toughest high school classes, and our teachers were with us every step along the way.

So I can tell you from firsthand experience that it is possible to work with teachers' unions to improve outcomes for students. But

I can also tell you that getting strong teachers to the teachers who desperately need them is so important that we have got to do it regardless of whether union leaders, or for that matter district leaders, drag their feet.

This is where you come in because done right federal law can provide the excuse that education leaders need to question the longstanding practice of assigning our weakest teachers to our poorest children and the leverage that we need to act on patterns of unfairness.

Nothing is more important to closing gaps than getting more of our most effective teachers teaching our most vulnerable students. Doing this right will require replacing outmoded methods of teacher evaluation with evaluation methods that draw upon longitudinal data systems that provide linkages between teachers and the growth they get from the students they teach.

And now thanks to the push from Washington, we are building those systems state by state; not fast enough but we are building them. And yet many states can't yet or simply won't include teacher-student longitudinal data to evaluate much less assign, compensate, tenure or remove teachers.

And my state, California is certainly no example of vigilance around this matter. Teacher evaluation systems are weak and have nothing to do with the effectiveness in producing student learning. In fact, I fear we may be a poster child for irresponsibility in this regard.

With a legislated firewall between the student and teacher data systems, Secretary Duncan has seen our firewall for what it is, an intentional barrier to better serving our students, and he has put tremendous pressure on the state to tear the wall down. That pressure needs to continue.

So even as we continue this pressure to build good, longitudinal data systems and begin to evaluate teachers based on student learning, we cannot abandon research-based measures of teacher quality, especially experience and content knowledge when determining whether schools enrolling our most vulnerable students are getting the teachers they most need.

You knew this when you crafted the requirement contained in both NCLB and ARRA that low income students and students of color must not be taught at higher rates than other students by out-of-field, inexperienced, uncertified teachers.

The measures you chose show a strong connection to outcomes for students. Value added research consistently finds that teacher effectiveness improves with the first few years of experience and experience enhances teacher productivity across grades. And not surprisingly studies also consistently suggest that content knowledge matters, particularly in math.

So while not perfect, these research based proxies provide strong basis for public policy. But despite this clear evidence and despite federal law, most school systems continually assign disproportionate number of rookies along with disproportionate number of out-of-field teachers to the very children who are most dependent on their teachers for learning. And the result is instead of catching them up, students fall further and further behind.

In short, right now and in fact for years, we have much information about inequities in teacher assignments. We can't wait a year, a month, a week, a moment longer to use what information we have to begin to right the wrong that we have done for so many years to our students.

And to do that we don't need new laws or new investments. We need this administration to enforce the laws you already passed so state and local educational leaders have the leverage they need to move in the right direction right now. Thank you.

[The statement of Ms. Murray follows:]

**Prepared Statement of Linda Murray, Executive Director,
Education Trust—West**

Chairman Miller, members of the committee: Thank you very much for providing me with the opportunity to talk with you this morning about the importance of strong teaching to our effort to boost student achievement and close achievement gaps.

My name is Linda Murray. Currently, I am serving as Executive Director of the Education Trust—West in Oakland, California. Prior to joining the Trust, I was—for eleven years—superintendent of schools in San Jose, California (and, before that, assistant superintendent in Broward County, Florida). It's my experience as a district leader that convinced me years ago that there is nothing more important to our students than strong teachers.

The San Jose Unified School District is an urban district of 32,000 students. Fifty one percent are Latino and 45 percent come from low-income families. There are approximately 1,800 teachers in the district.

When I began my tenure as superintendent in 1993, there was a long history of distrust—even outright hostility—between the central office and the teacher's union. I saw quickly that any real progress on improving student achievement and closing achievement gaps depended on reversing the destructive relationship that paralyzed us and hurt our students.

Over time and with lots of effort from all parties, we became partners in improving student learning and our students reaped the benefits. Together, we raised expectations and substantially narrowed achievement gaps.

San Jose Unified became the first district in California to set the goal of college readiness for all students and to require all students—even the poorest—to take the toughest high school classes.

Our teachers were with us every step of the way.

So I can say to you from first-hand experience that it is possible to work with teachers' unions to improve outcomes for students.

But I can also tell you that getting strong teachers to the children who desperately need them is so important that we've got to do it even when local union leaders (or, for that matter, local administrators) drag their feet.

This is where you come in. Because, done right, federal law can provide the excuse that education leaders need to question the longstanding practice of assigning our weakest teachers to the poorest children—and the leverage that we need to change a pattern of unfairness that, frankly, common decency and American devotion to the ideal of a level playing field should have prompted us to act on a long time ago.

Nothing is more important to closing longstanding achievement gaps than getting more of our most effective teachers teaching our most vulnerable students. Doing this right will require replacing outmoded methods of teacher evaluation with evaluation systems that draw on longitudinal data that link teachers and the growth of the students they teach. And now—thanks in part to a push from Washington—we are building those systems, state by state.

But many states either can't yet—or simply won't—include teacher/student longitudinal data to evaluate—much less to assign, compensate, tenure, or remove teachers.

My state, California, is certainly no example of vigilance on this matter. Teacher evaluation systems are weak and have nothing to do with effectiveness in producing student learning. Our lowest-performing schools up and down the state have more than their fair share of the weakest teachers. In fact, I fear we may be a poster child for irresponsibility in this regard, with a legislated firewall between the student and teacher data systems. Secretary Duncan has seen our firewall for what it is—an intentional barrier to better serving our students—and has put tremendous

pressure on the state to tear the wall down. His insistence that states with firewalls be excluded from Race to the Top got the attention of our legislature. A special legislative session is underway to deal with this and other barriers to our eligibility. The pressure needs to continue so that State policy leaders have the leverage they need to overcome politics as usual and do the right thing.

As Secretary Duncan said last week, our students have been waiting for far too long for our education policies to live up to our national promise. Neither our kids nor our nation can afford further delay.

This means that, even as we continue to pressure states to build and use better data systems, we cannot abandon research-based measures of teacher quality—especially, experience and content knowledge—when determining whether the schools enrolling our most vulnerable students are getting the teachers they need.

You knew this when you crafted the requirement contained in both NCLB and the ARRA that low-income students and students of color not be taught at higher rates than other students by out-of-field, inexperienced, or uncertified teachers.

So far, however, that requirement has not been getting much attention. Some say that's because the proxy measures are imperfect. They are not all wrong: We all know of first-year teachers who are spectacular and veterans who should not be in the classroom at all. We also know of teachers with deep content-area knowledge who simply cannot teach.

On the whole, however, the measures you chose show a strong connection to outcomes for students:

- Value-added research consistently finds that “teachers’ effectiveness improves with the first few years of experience”¹ and “experience enhances teacher productivity at all grade levels in reading and in both elementary and middle-school math.”²

- And, not surprisingly, studies also consistently suggest that, especially in math, content knowledge matters: Secondary mathematics teachers with bachelor’s or master’s degrees in mathematics are more likely to produce high student achievement than their colleagues who lack such a degree.³

So, while not perfect, these research based proxies provide a strong base for solid public policy.

But despite this clear evidence and despite federal law, most school systems continue to assign disproportionate numbers of rookies—along with disproportionate numbers of out-of-field teachers—to the very children who are most dependent upon their teachers for academic learning.

Nationally, core academic classes in our high-poverty secondary schools are twice as likely as classes in low-poverty schools to be taught by a teacher with neither a major nor certification in their assigned subject. Students at high-minority-schools are assigned to inexperienced teachers at a higher rate than students at schools serving mostly white.⁴

The result is that, instead of catching up with their more advantaged peers, students who enter behind fall further and further behind over time. Not because they couldn’t learn. But because, all too often, we didn’t bother to teach them.

Interestingly, this practice also has the effect of diverting state and federal dollars intended for poor children from the very schools with concentrations of such children. Why? Because teachers with more degrees and more experience are paid more. As they gain experience, teachers typically transfer to schools with fewer poor and minority children, taking their higher salaries with them.

The Education Trust—West did a groundbreaking study of this practice several years ago. Called “Hidden Gaps,” our work exposed glaring differences in average teacher salaries between high-poverty and low-poverty schools in the same school district! Perhaps this might be acceptable if the schools with the most inexperienced teachers got lots of extra teachers or extra funding to provide teacher coaches. But they don’t. Both kids and teachers suffer.

¹Charles T. Clotfelter, Helen F. Ladd, and Jacob L. Vigdor, “Teacher Credentials and Student Achievement in High School: A Cross-Subject Analysis With Student Fixed Effects” (Washington, D.C.: The Urban Institute, 2007), www.urban.org/url.cfm?ID=1001104.

²Douglas H. Harris and Tim R. Sass, “Teacher Training, Teacher Quality, and Student Achievement” (Washington, D.C.: The Urban Institute, 2007), <http://www.caldercenter.org/PDF/1001059-Teacher-Training.pdf>.

³Dan Goldhaber and Dominic Brewer, “Evaluating the Effect of Teacher Degree Level on Educational Performance,” in William J. Fowler Jr., ed., *Developments in School Finance*, 1996 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1997), (ED 409 634), p. 197-210. <http://nces.ed.gov/pubs97/97535l.pdf>.

⁴The Education Trust, “Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools,” (Washington, D.C., 2008), <http://www2.edtrust.org/NR/rdonlyres/0D6EB5F1-2A49-4A4D-A01B-881CD2134357/0/SASSreportCoreProblems.pdf>.

Yes, better data systems that measured teacher effectiveness would certainly provide more precise information about the strengths and weaknesses of individual teachers. Such systems would allow us to identify and celebrate fabulous teaching, get struggling teachers the support they require, and better match teacher ability with student need.

However, as much as we may want and students may need such information, many states and districts are still years away from having their data systems up and running. Moreover, while such data systems will certainly provide a finer grained analysis of who is teaching whom, they will only paint a richer picture of the inequities in access to strong teaching that have been documented time and again using other metrics.

In short, lacking value-added data we may not have the best information possible, but we have right now, and in fact for years, have had too much information about inequities in teacher assignments to wait a year, a month, a week, a moment longer to begin righting the wrong that has been done to so many of our students.

And to do that, we don't need new legislation or new investments. We need this administration to enforce the laws you already passed—so state and local education leaders have the leverage they need to move in the right direction now

Thank you.

Chairman MILLER. Thank you.

Mr. Van Roekel?

**STATEMENT OF DENNIS VAN ROEKEL, PRESIDENT, NATIONAL
EDUCATION ASSOCIATION**

Mr. VAN ROEKEL. Thank you, Chairman Miller and members of the committee, it is a pleasure and honor to be here as President of NEA 3.2 million people who work in public schools all across this country from pre-K to graduate. And I come to you as a high school math teacher for 23 years. That is my real job for many, many years.

One of the things that is very exciting to me is to listen to all of the people speak and how we really do have agreement on what it is we need to do, that the status quo is not acceptable, that high-needs schools must become priority schools and that we must have change.

We just recently did a report at NEA and the title of that report was, "Children of Poverty Deserve Great Teachers, One Union's Commitment to Changing the Status Quo." But when we talk about change, I want to point out two very important things.

Number one, in systems change, it says it is not enough to do one little piece. You can't change one part of the whole system and expect the whole system to change. The other thing about system change that always really just drives me each and every day is when they say that in any system, the results it produces are the exact results it was designed to do, which says to us in America that we have designed a system for high poverty students that year after year after year are treated in a way they should not be treated. So the question then is how do we change that system?

The second thing about change is people's reaction. Some say it causes stress, some say that resisting change causes stress. Gilbert says, "Change is good. You go first." Which is kind of everyone's expectation that if someone else would change then I wouldn't have to.

But the truth is we all must change. My own personal philosophy is that it has a lot to do with satisfaction. For those who are satis-

fied with the current system, there is no demand for change or call for change.

And so I would hope that you are not only dissatisfied but you are gloriously dissatisfied, that you will not tolerate a system in America that for too many of our youth, 1.2 million a year are exiting the system without a high school diploma.

The other thing about reaction to change is the reaction is very different if it is done to you or with you. The other thing that is such in agreement here today is the effect of teachers on students and learning. It is absolutely the key.

And from my point of view there is not enough attention paid to the practice of teaching. It is a profession. I do not believe that anyone with a degree in math can do what I do in a classroom. I would hope no one would walk into the classroom without that knowledge.

But you know in some of the toughest classes I teach, my master's degree in math really isn't at issue, I know how to do all the problems in the book. The issue is how do you translate that to a group of students who have challenges way beyond the problems in the book?

It is about practice in law, in medicine and in Congress. We don't devalue the effectiveness in any of those professions by a single measure. We take into account multiple things that define effectiveness. The good part about this problem is it is within our power to change it.

For NEA a couple of years ago, we started talking to a nationally board certified teachers to say—and they held summits in six different states, talked to more than 2,000 of them saying what it is that we would have to do differently to entice you to come to these schools of high need, priority schools.

What they said is they need to have good principals who know how to lead and support teacher leaderships. There must be a commitment to creative teaching and learning inquiry, not handing a teacher a script to read in front of first graders.

There must be the opportunity to participate in a team of qualified people who collectively take the responsibility for student learning. And there must be sufficient resources, whether it be technology, libraries, supplies, connection to health and public services.

But the number one overall thing, more than money, more than anything is that the working and learning conditions matter most. When you look at this system we are trying to change, it has an oversupply of teachers who are inexperienced, unlicensed and assigned out-of-field.

Forty percent of all core subject teachers are out-of-field. Two to three times the turnover rate of other schools in the same district, it is a revolving door where there is a new group of people there almost every 2 years.

The teacher evaluation system is either nonexistent or not used. And many administrators are ill-trained and have inadequate tools and skills in order to do it. They have no ability to distinguish between an excellent, an average or a poor teacher.

Teacher evaluation, I remember from my first involvement, state statute in Arizona said “teacher evaluation is for the improvement

of instruction.” If that is its purpose, how dare you design a system where someone came into my room for 15 minutes once during the year?

How in the world does that impact the improvement of instruction? We need to design new systems. And that teacher evaluation system, you need to know what its purpose is. It is not to find a few inadequate teachers. It is to improve the practice of all teachers, which means it must be directly tied to a professional development system.

When we find weaknesses, if the person can't or won't improve they shouldn't be there but it must be a system to get them to be effective teachers, focus on practice. So with that I would say to you the good news is this is something we can change and the NEA is committed to make that change happen.

Thank you, sir.

[The statement of Mr. Van Roekel follows:]

**Prepared Statement of Dennis Van Roekel, President,
National Education Association**

Chairman Miller and members of the Committee, thank you for the opportunity to speak with you today about ensuring effective teachers for all children. I commend the committee for convening a hearing on this very important issue.

The vision of the National Education Association (NEA) is “a great public school for every student.” Unfortunately, despite the intense commitment of NEA members, too many students in high poverty communities do not enjoy the benefits of a great public school because their schools are often chronically under-funded, under-staffed, and unsupported. This is simply unacceptable.

Each day, countless dedicated, talented teachers and support professionals report to work in these challenging and low-resourced schools, knowing they will face students with a sobering array of social and economic disadvantages, working conditions that impede the highest possible levels of teaching and learning, and a revolving door of administrators and teachers. These heroes and heroines perform amazing tasks, often with the least amount of support and resources.

Nevertheless, we cannot cover up the fact that too often schools with the greatest needs are filled with the most inexperienced and least skilled teachers. As a result, talented teachers in high-needs schools work alongside colleagues who lack training, are unprepared for the challenges they encounter, and who, due to revolving-door staffing patterns, are banished to high-needs schools without any support.

NEA is here today to say “No more.” We will not participate in or turn away from this shame. We will be active partners with this Administration and this Congress to assure every student in America does indeed attend a great public school.

Everyone is talking about supporting students in their “race to the top.” The key to turning out great students is great teachers. Great teachers, with the right policy supports, are the ideal agents of meaningful and sustainable change in our most challenged schools. NEA believes that solutions are at hand if policymakers, parents, and teachers themselves promote thoughtful and comprehensive strategies to address working conditions, school leadership, and teacher quality.

This month, NEA and the Center for Teaching Quality released *Children of Poverty Deserve Great Teachers*, a groundbreaking report presenting solid, proven strategies and policy recommendations that can make a difference. It also offers solutions to recruiting, preparing, supporting, and compensating teachers for high-needs schools and highlights NEA's commitments to ensure great teachers are in every classroom.

I would like to take you through some of the highlights of this report as well as the actions NEA and our state affiliates are taking to implement the report recommendations.

The Reality in High-Poverty Schools

From the White House to local communities, our nation is recognizing teacher quality as a key factor for strengthening U.S. public schools for all children. Many influences, including home and community life, play a role in student achievement, but no school-based issue may be as critical and within our power to fix as the inequitable distribution of qualified and effective teachers.

Many highly skilled and dedicated teachers struggle daily to keep the ship of learning afloat in our most challenging schools. Nonetheless, children of poverty and those of color are far less likely to be taught by qualified, effective teachers than are students from more affluent families. This daunting reality hovers like an albatross over those who work daily, against the odds, to improve student achievement in our low-income communities.

The research is sobering:

- High-poverty schools are much more likely to have special education and math teaching vacancies and are forced to staff classrooms with out-of-field and inexperienced teachers, according to the National Center for Education Statistics.
- In New York City's high-poverty schools, 20 percent of teachers have less than three years of experience, compared to only 11 percent in more affluent schools, according to a recent study. Furthermore, qualified teachers in high-poverty schools (credentialed, experienced teachers who are teaching in their field and who score well on tests of academic and teaching ability) are more likely to leave teaching than their less qualified peers in those schools.
- Study after study has shown that teachers associated with high "value-added" student achievement gains and teachers who are National Board Certified are relatively unlikely to be teaching economically disadvantaged and minority students.
- Asking high-needs schools to rely on relatively inexperienced, poorly prepared teachers—or better qualified teachers who quickly exit their classrooms—creates a chronic condition that undermines long-term, school-based strategies to improve teaching and learning.

What do Teachers Need to Be Effective?

Teachers cannot do it alone. Every member of the community has a role and is responsible for the conditions of our schools and for providing a safe and secure learning environment for our children. Teachers want to be successful, and we should do what we can so that they are not set up to fail.

It's not about the money. Nobody enters teaching for financial security. They enter the profession because they care passionately about educating children and preparing them to succeed.

NEA has worked with more than 2,000 of the nation's best teachers who told us what will attract and keep our most effective teachers in our most challenging schools:

- Good principals who both know how to lead and support teacher leadership;
- A commitment to creative teaching and inquiry-based learning, not scripted instruction;
- The opportunity to team with a critical mass of highly-skilled teachers who share responsibility for every student's success;
- Improved working conditions; and
- Additional pay to recognize the difficult work in turning around a struggling school.

Working conditions are of paramount concern when it comes to decisions about working in high-needs schools. Teachers, like surgeons, require a well equipped environment in which to do their best work. We cannot expect them to be successful if we do not provide the tools and resources needed to do the job. The data are clear: a child's learning environment is a critical factor in his or her long-term success. We cannot hold teachers accountable for substandard conditions beyond their control and must acknowledge that conditions of teaching and learning are essential to achieving high levels of student learning.

We need to support teachers in their early years and throughout their careers. It is important that we not only recruit new teachers to work in high-needs schools, but that we foster an environment that encourages professional development and continual learning opportunities for teachers within our schools and districts to help meet the needs of students. We also must "grow our own" accomplished teachers and not rely solely on new recruits for our staffing needs.

Too often, school district recruitment and hiring practices rest on outdated mid-20th century organizational assumptions about teaching, learning, gender roles, and the career mobility patterns of young adults. Few systems are developing new teachers from within their own high-needs communities. Additionally, few are partnering with universities and nonprofits to make strategic investments in new teacher residency programs that can both drive improved working conditions and assure a steady supply of well-prepared, "culturally competent" teachers for high-needs schools.

NEA's Strategies and Commitments

NEA's Children in Poverty report describes four strategies that will move us past the usual "either/or" thinking about the future of teaching toward research-driven policies that can transform every high-poverty school in America into a high-performing school, fully staffed by effective teachers.

- Recruit and prepare teachers for work in high-needs schools.
- Take a comprehensive approach to teacher incentives. Lessons from the private sector and voices of teachers indicate that performance pay makes the most difference when it focuses on "building a collaborative workplace culture" to improve practices and outcomes.
- Identify working conditions that serve students. We need to fully identify the school conditions most likely to serve students by attracting, developing, retaining, and inspiring effective and accomplished teachers.
- Define teacher effectiveness broadly, in terms of student learning. We need new evaluation tools and processes to measure how teachers think about their practice, as well as help students learn. For example, in the Performance Assessment for California Teaching (PACT), new teachers are expected to demonstrate their knowledge of content and how to teach it in real life circumstances and context. PACT is now spreading to other states. Seen as a valid measure of individual teacher competence, it is useful for teacher licensure and as a powerful tool for teacher learning and program improvement. Such performance assessments have the potential of focusing teacher evaluation on student learning without the distortions caused by the singular use of standardized test scores.

NEA, as part of an initiative it will launch called The Priority Schools Campaign, has committed significant resources to ensuring a great public school for every student. Those commitments include investing \$1 million per year over six years to pursue comprehensive strategies and policies that will increase teacher effectiveness in high-needs schools. NEA takes its union leadership role seriously and is committed to raising the bar and requiring our members to meet a standard of excellence that will help us achieve great public schools for every student by 2020.

Through the Priority Schools Campaign, NEA commits to:

- Address barriers in collective bargaining agreements by requesting that every local NEA affiliate enter into a compact or memorandum of understanding (MOU) with its local school district to waive any contract language that prohibits staffing high-needs schools with great teachers. These compacts should also add commitments that would enhance this goal. Similarly, NEA would promote compacts or MOUs for its non-collective bargaining local affiliates that have high-needs schools in their districts.

Several NEA affiliates have addressed, in collaboration with school districts, collective bargaining barriers to addressing staffing needs in high-needs schools. The MOUs that have resulted from these collaborations are producing positive results.

- Launch a major member outreach effort using its union advocacy and leadership position to encourage the most accomplished teacher-members to start their teaching careers in high-needs schools, remain teaching there, or transfer to high-needs schools.
- Support the establishment of locally based recruitment and support programs that encourage teachers to devote at least five years of service to strengthening teaching in high-needs schools.
- Establish a national recognition program to support and publicize the efforts of teachers, schools, and districts to strengthen quality teaching in high-needs schools.
- Work with the philanthropic community and with local, state, and national policymakers to expand the depth and breadth of NEA's initial investments.
- Support mentoring programs for new teachers in high-needs schools that offer a wide array of support and resources needed to teach effectively in high-needs schools.
- Work in partnership with local and state affiliates to implement programs in high-needs schools to grow teacher quality and effectiveness through National Board Certification.

NEA also continues to support and promote incentives for National Board Certification as an essential tool for improving teacher quality and for staffing high-needs schools.

Where and when possible, NEA will support local and state association development of appropriate incentives through collective bargaining and other state/local policy avenues. We will also support our state and local affiliates who partner in pursuit of innovative incentive and compensation programs (through funding streams such as the TIF grant program).

And NEA will develop resources and strategies to help its affiliates expand the scope of collective bargaining to pursue collaboratively at the bargaining table multiple measures of student learning and teacher quality.

Conclusion

History has shown that a one-size-fits-all regulatory regime for teacher recruitment and preparation is unreasonable. As Stanford University Professor Linda Darling-Hammond has noted, staffing and supporting high-needs schools with truly highly qualified and effective teachers will require the equivalent of a Marshall Plan for teaching. It is time to listen to our teacher leaders, learn from them, and go beyond current “either/or” policy thinking in favor of multiple approaches to teaching quality.

Our nation has the capacity to make sure every child in every high-needs school has great teachers. President Obama has called for the nation to “treat teachers like the professionals they are while also holding them more accountable.” Doing so means not only looking carefully at the research evidence, but also listening to our most accomplished teachers and acting on their advice. As the President has suggested, they are ready to “lift up their schools.” They are ready to maintain the promise of great public schools for our nation. It is time to hear their voices and embrace their ideas for recruiting, preparing, rewarding, and supporting great teachers—the teachers that all students deserve.

I have included with this testimony a complete copy of our Children of Poverty report. Thank you again for the opportunity to contribute to this important discussion.

Chairman MILLER. Dr. Roza, welcome.

**STATEMENT OF MARGUERITE ROZA, RESEARCH ASSOCIATE
PROFESSOR, UNIVERSITY OF WASHINGTON’S COLLEGE OF
EDUCATION**

Ms. ROZA. Thank you for having me, and as many of you may know, I have been at the University of Washington studying resource allocation among schools in districts for over a decade. I have looked at dozens of states, hundreds of districts in too many thousands of schools now to really add them up for you.

But I want to go back to the beginning of this trek and just tell you for a moment how it started off. I have been looking at money from the beginning and when I looked at district budgets, I thought what is missing in here are the actual salaries of the teachers at schools.

And so on a whim I picked up the phone and called about 12 different districts around the country, including Baltimore and Atlanta and Cincinnati and Seattle, where I live, and Los Angeles and a bunch more.

And said hey, you know I am kind of wondering do the salaries match across all these schools or are you finding that you have very senior teachers at some schools and junior teachers in another one? And without fail, every single person that answered the phone said in slightly different regional accents, we don’t have that problem here.

Our teachers—we actually have people who want to teach in inner city schools. We have people who want to teach in poor schools and our distribution is really good. And while being confident that they believe what they were answering, I went ahead and dug up the data and did Freedom of Information requests.

And certainly found that in all of those 12 districts and in every other district that I have come across, with the exception of a very small few, that they were wrong, that we do have a mal-distribution of teacher salaries across schools.

And so I want to share six major findings that I have had with you in that trek over the last 12 years. So the first is that teachers in schools with more poor and minority students are paid less than teachers in schools with predominantly white and wealthier students in the same districts, off the salary schedule.

So this has nothing to do with property taxes or access to resources or how much revenues were obtained. This is about money that came to the school district and then was deployed and paid out to teachers across schools. And we are paying these teachers over here to teach these white kids a lot more money than we are to teach these poor minority kids, off the same salary schedule.

So here is how it works. You know, teachers come in to poor schools and that might be the only spot they get an opening, and they work there for a year or two. And they transfer across the district to a school with a more stable teacher population and then they stay there for the rest of their career.

And so this revolving door process, what it does is it brings one set of teachers in through the opening in poor and minority schools. They transfer over to another school and end up staying. Some of them leave the district or leave teaching along the way.

The poor and minority schools have a harder time recruiting teachers and that is one of the things we will find out more, but I want to show you the financial impact of this and so I brought some slides. And this is a first slide, will come up now, which is how this gets buried into district budgets.

On the panel on the left, what you see are two schools, Wedgewood and Martin Luther King—these are in my school district in Seattle, and this is some old data so Martin Luther King doesn't even exist anymore, but Wedgewood is a school with just—in a neighborhood with great views of Lake Washington. I don't know if you are from Seattle.

But anyway the district reports that it spends \$3,700 per pupil in Wedgewood. And if you drive south to higher poverty and higher minority areas across the ship canal, you would find Martin Luther King where the district reported it spent more, about \$3,900.

But in reality, those budgets are built off something we call an average district salary. We will just assume that every teacher makes \$50,000 and we will plug in that \$50,000 number. And it is off now, but on the right panel you will see that it actually reverses when you put in the real salaries of those teachers, where it turns out that we are spending a lot less in Martin Luther King, the school where the kids have much higher needs than in Wedgewood.

So this happens all the time and it is hidden. We can't find it. You have really got to do some forensic accounting to find it. And while salaries are not the most important thing, they are indicative of other differences that do matter.

First of all, schools with lower salaries have fewer applicants per opening. We find that sometimes they will have a handful, maybe two or three. And across the district, you will find another school in the same district where they will have 30 or 40 or 100 or 300 applicants per opening.

So the salary differences are indicative of the labor market differences. In the next slide that I brought, we also know that cer-

tain schools, those with high minority and high poverty populations have very high turnover, and high turnover is something that affects kids.

So when the teachers are leaving all the time, the kids have a different experience, the families have a different experience, and the teachers there have fewer mentors. So in this one study where they looked at schools where 70 percent of the teachers stayed after 5 years, you can look at the demographics of that school. It is very low minority and low poverty and the opposite is true where you find schools where 30 percent or fewer of the teachers are retained.

So moving on then, another variable that differs is the increased turnover that these schools are having with seniority-based layoffs, which is something that hit hard this last year in especially schools in California but in other states as well.

Where are all the junior teachers that got laid off? They are in these high-minority, high-poverty schools. So those schools again had more turnover.

So the fourth point I want to talk about is another slide that we have brought which shows that it is not just across schools but also within schools. And this is really a new finding that I found looking at the schools in staffing surveys which is, if you look at the average salary of teachers teaching remedial classes, it is about \$6,000 less than the average teacher salary teaching AP or honors classes.

And we know who is taking each of those classes. Again, you are separating—the students are being separated out across classes and we are paying people more to teach the ones who are further along academically; the absolute opposite of what we say we are about to do, that we are all about.

So obviously there is several district policies that are contributing to this. There are salary schedules and seniority rights and seniority preferences and district allocation practices, but the last slide I wanted to bring to you shows you something that comes back to the federal level which is that the Title I policy, intended to demand equity in spending, doesn't work.

As you see on the left, this is in one district, the lower-poverty schools have a certain amount of money that they get from state to state and local resources and the higher poverty schools on the right get Title I also. But the Title I works to fill in that hole that is created by the inequitable allocation of the state and local resources created by these patterns.

And that is what I have to show you. Thanks very much.

[The statement of Ms. Roza follows:]

Prepared Statement of Marguerite Roza, Center on Reinventing Public Education, College of Education, the University of Washington

The mal-distribution of teachers across schools and courses hurts poor and minority students.

Thank you for the opportunity to testify. In my university researcher role, I have studied school district expenditures across hundreds of districts in dozens of states for over a decade. In tracing funds from different governmental units all the way down to schools and classrooms, my colleagues and I have unearthed a pervasive mal-distribution in teachers across schools and classrooms. Here are the highlights of our findings:

Teachers who teach in schools with more poor and minority students are paid less than teachers who teach in schools with more wealthy, white students, in the same districts.

While they are both paid off the same salary schedules, very often teachers in high poverty, high minority schools have lower salaries because they have fewer years of experience or fewer graduate credits. While high cost teachers congregate in the most affluent schools, the highest poverty schools have a more difficult time drawing in the best teacher candidates. Often, new teachers start their career at a high-poverty school and, as they gain experience and move up the pay scale, will transfer to a more affluent school.

The result, school districts routinely spend a larger share of state and local funds intended to support basic instruction on schools with fewer poor students. Since in most districts the way resources are deployed to schools is via the staff allocations, the result is that schools with lowered salaried teachers receive fewer state and local public funds.

Salary differences across schools are indicative of other differences that likely map to effectiveness. While experience and graduate credits are not by themselves good predictors of quality, there is reason for concern. Schools with lower salaried teachers also have:

a. Fewer teacher applicants per opening. While more affluent schools have dozens or more applicants for each vacancy, the highest poverty schools typically have only a few. Schools with fewer applicants have a smaller talent pool from which to select teachers.

b. Higher turnover. Teachers tend to leave higher poverty schools at higher rates, ensuring a steady stream of new teachers. Higher turnover means fewer relationships between teachers and families, fewer teacher mentors for new teachers, and greater induction implications for school leadership.

c. Increased turnover during seniority based layoffs. When the highest poverty schools have more junior teachers, their teacher receive more pink slips creating more turnover as teachers are reassigned around the district.

Some of these same patterns also play out among teachers across courses inside high schools. In research on a sample of high schools from different parts of the country, teachers teaching higher level honors or AP classes consistently earned more than those teaching remedial or regular courses. In our sample, remedial and regular classes served disproportionately higher percentages of poor and minority students, and thus the same mal-distribution patterns applied.

Several district policies and practices contribute to the mal-distribution of teachers inside districts and schools:

- Teacher salary schedules that do not reflect to workload, school or student needs, course topic, etc.
- Seniority rights for transfer and layoffs.
- Seniority preferences honored among courses inside high schools.
- District budget and allocation practices that are driven by teachers, not students. By ignoring the effect of salary on expenditure differences across schools, current resource allocation and accounting practices allow for such inequities.
- Comparability provision in Title I. While this provision demands that districts allocate state and local funds equally across schools before accepting federal funds, the provision permits the exclusion of inequities in teacher salaries.

There are many remedies that districts could pursue (and some are in practice in a few districts), but local politics serve as a formidable barrier in most.

Thank you.

center on  public education

The Mal-Distribution of Teachers Across Schools and Classrooms

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Center on Reinventing Public Education
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Sept. 30, 2009

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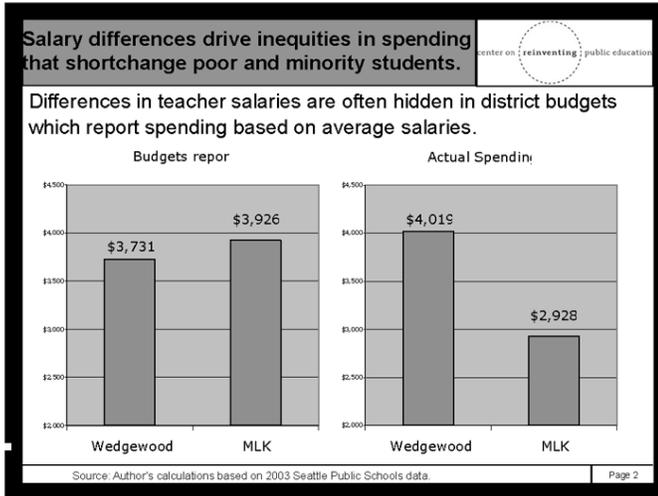
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Teachers in high poverty and minority schools earn less

Gap between average teacher salaries in top and bottom poverty quartiles, by school district	
Austin	\$3,837
Houston	\$2,494
Dallas	\$2,222
Fort Worth	\$1,880
Denver	\$3,633

Source: Roza, M., Miller, L., and Hill, P. (2005). Strengthening Title I to Help High-Poverty Schools: How Title I Funds Fit Into District Allocation Patterns. Center on Reinventing Public Education, University of Washington.

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Salary gaps across schools map to differences in teacher applicant pool

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Surveys suggest number of applicants per opening vary across schools

High Poverty Neighborhood		Wealthy Neighborhood	
School #1	3	School #1	150
School #2	2	School #2	80
School #3	1	School #3	N/A

Source: Roza, M. and Hill, P. (2004). How Within-District Spending Inequities Help Some Schools to Fail. *Brookings Papers on Education Policy*, 2004, pp. 201-218.

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Lower salaries across schools map to higher teacher turnover

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	Percent poverty	Percent minority
Schools retaining more than 70% of teachers in five years	26%	44%
Schools retaining fewer than 30% of teachers in five years	65%	78%

Source: Plecki, et al. (2005) Teacher Retention and Mobility.

Schools with lower salaries are at risk of seniority based layoffs.

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Same mal-distributions of teachers play out across classrooms

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When minority or poor students disproportionately take lower level classes, and those classes are disproportionately taught by lower salaried teachers, the same inequities occur within schools

High school courses	Average teacher salary
All remedial math courses	\$42,054
Calculus, AP or Honors math courses	\$47,864

Source: CRPE analysis of Schools and Staffing Survey, 2006

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District policies and practices that contribute to mal-distribution

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- Teacher salary schedules do not reflect to workload, school or student needs, course topic, etc.
- Seniority rights for transfer and layoffs.
- Seniority preferences honored among courses inside high schools.
- District budget and allocation practices are driven by teachers, not students so inequities are hard-wired into district budgets.
- Loophole in comparability provision in Title I.

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Title I requirement to spend state and local funds equitably doesn't work

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The "comparability" requirement allows for inequities in salaries. The result is that Title I doesn't elevate spending as it should.

Category	Title I	Other Expenditures	Teacher Expenditures	Total
Lower Poverty	\$1,800	\$2,000	\$600	\$4,400
High Poverty	\$1,200	\$2,000	\$900	\$4,100

Source: Rose, Stonselie, and Reinhard (2006). Title I expenditures based on state averages

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The challenge center on reinventing public education

Currently, across high and low poverty schools, teachers see:

Equivalence in: pay scale, class size, supports, job security, but also

Disparity in: workload, skills needed, peer effectiveness, parent support, etc.

Teachers often cite “working conditions” as priority, but working conditions are the result of existing staff (teachers/principals)

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Teachers' preference for cost-equivalent options suggests possibilities for reforms center on reinventing public education

Teacher Preferences for Annual Pay Increases vs. Workplace Change Among Cost Equivalent Options

Cost Equivalent Workplace Change Options	Percent who prefer a \$5000 increase in salary
Two fewer students in all of the classes you teach	83%
A new full-time aide who splits time between your class and four other teachers at your schools	88%
3.5 hours of prep time each week	69%

Source: Goldhaber, DeArmond, and DeBurgomaster (2007) Page 9

Chairman MILLER. Ms. Daniels?

**STATEMENT OF LATANYA DANIELS, ASSISTANT PRINCIPAL,
EDISON HIGH SCHOOL**

Ms. DANIELS. Good morning. Thank you for inviting me to testify today concerning the importance of highly-effective teachers in high schools, high-need schools, as the mechanism to increase student achievement. My name is Latonya Daniels, and I am the assistant principal at Thomas Edison High School in Minneapolis, Minnesota.

Thomas Edison is a high-needs high school with approximately 88 percent of the student body qualifying for free and reduced lunch. This year begins the 9th year of my educational career. I

spent the first 4 years of my educational career as a middle school math teacher and served in many leadership capacities.

My school began implementing the TAP program or the Teacher Advancement Program, a comprehensive school reform program that provides opportunities for career advancement, professional growth, instructionally-focused accountability and performance-based compensation for educators.

I served as a TAP coach, also known as a mentor, across the country for one semester and a TAP mentor, also known as a master teacher, across the country for 2 years. These experiences were very empowering for me, the teachers, and the students that I supported.

I chose to be an assistant principal in a TAP high school because I see myself more so as an instructional leader rather than as a manager. With the academic impediments our students face within Thomas Edison, it is imperative that I know the best practices of instruction and the most current professional development to accelerate student learning.

TAP provides me this opportunity, as well as the opportunity to develop and coach our TAP mentors and teachers to greatness. Finally, TAP teaches the main thing, the main thing, and that is academic achievement which is ultimately my mission.

Thomas Edison is an urban high school within an urban district. It is a highly diverse school made up of primarily 90 percent minority students. It was also deemed a Fresh Start school because it was performing in the lower 25 percent of district high schools.

In the past several years, Thomas Edison has received the lowest achieving ninth grade students entering all Minneapolis high schools with the challenges of ninth graders not being at grade level, the demanding needs of our ESL population and students' lack of self efficacy and other challenges.

Our staff continues to choose the TAP program because it provides a formidable professional development program to move novice teachers to effective teachers and experienced teachers to teachers of excellence, a structure to analyze data and to set measurable and attainable goals for the school and for each individual student, a standard space evaluation system that identifies areas of strength and development for our teachers, a career ladder that provides opportunity for advancement for teachers while concurrently supporting the professional development in the building, and finally, a performance-paid bonus system to reward student success, thus school success.

For a school with high needs such as Thomas Edison High School, TAP is what is needed to shift from low student achievement and low expectations to a culture of academic excellence and high expectations amongst all students and staff.

In Minnesota, 87 percent of the TAP schools met or exceeded growth projections for the 2007-2008 school year. Our school has had positive results as well. From 2006 to 2007, the graduation rate at Thomas Edison improved from 61 percent to 77 percent.

And last year, our first Fresh Start year, 80 percent of our ninth and tenth grade students made 1 year's growth or more in math and over 50 percent of our ninth and tenth grade students made 1 year's growth or more in reading.

Prior to Thomas Edison's Fresh Start, the school experienced a 70 percent teacher turnover over a 2-year period. With the Fresh Start, we retained 60 percent of our staff and have 40 percent new hires.

We began the school year with all teachers in place which was a first and it felt great to staff, students, parents and the community. The support for the TAP program helped us retain the strongest talent we were able to recruit during the interview and select process.

In interviews, we always share with candidates that Thomas Edison is a TAP high school and explain what that means and what that looks like. Overwhelmingly, teacher candidates choose Thomas Edison over other Minneapolis schools and over even suburban schools because of the embedded support.

In our annual survey of teacher attitudes, we found that over 81 percent of teachers in Thomas Edison report high levels of collegiality and satisfaction due to TAP. The Minneapolis School Board and the Minneapolis Teacher's Union settled upon a memorandum of agreement that allow Fresh Start schools to move away from the seniority process to filling teacher vacancies to a more interview and select process.

This process allowed us to recruit some of the best talent in the Twin Cities to Thomas Edison. Our most novice teachers accepted their teacher positions because of the layers of support they would receive in the classroom and professional development through TAP. Teachers value TAP's professional support because although it is a national model, it is specifically structured to help improve the performance of our particular students.

In conclusion, in a high-need high school, there is a tremendous need to create an ongoing support structure that enables teachers to continually improve the effectiveness of their instruction if students are going to continue to improve academically.

And at Thomas Edison High School in Minneapolis, TAP has provided that structure, excuse me, for us to improve. Thank you for this opportunity and I will be happy to answer any questions.

[The statement of Ms. Daniels follows:]

**Prepared Statement of Latanya Daniels, Assistant Principal,
Edison High School**

Thank you for inviting me to testify today concerning the importance of teacher effectiveness to student achievement growth.

My name is Latanya Daniels and I am the Assistant Principal at Thomas Edison High School in Minneapolis, Minnesota. Thomas Edison is a high needs school with approximately 88% of students eligible for free and reduced price lunch. I appreciate the opportunity to share with the Committee how we have used a comprehensive performance pay reform at Thomas Edison to increase student achievement and teacher effectiveness.

My Career in Teaching

This year begins the 9th year of my educational career. For the first four years of my career, I was a middle school math teacher and I served in many leadership capacities. My school began implementing the Teacher Advancement Program or "TAP"—a comprehensive school reform system that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for educators. I served as a TAP coach (which is called mentor elsewhere) for one semester and a TAP mentor (which is called master elsewhere) for two years. In a TAP school, there is approximately one mentor for every 15 career teachers and one coach for every 8 teachers. These experiences

were very empowering for me, the teachers, and the students I supported through mentoring, coaching, and providing professional development.

I chose to be an assistant principal in a TAP high school because I see myself as an instructional leader in this role. With the academic impediments our students face within Thomas Edison, it's imperative that I know the best practices of instruction and the most current professional development research to accelerate student learning. TAP provides me this opportunity as well as the opportunity to develop and coach our TAP mentors and career teachers to greatness. Finally, TAP keeps the main thing—student achievement—the main thing, and that's my mission.

Implementing a Performance Pay Program in a High Needs High School

Thomas Edison is an urban high school within an urban district. It is a highly diverse school made up of approximately 40% African American, 19% East African immigrants, 20% Hispanic, 11% White, 9% Asian and 2% Native American students. Thomas Edison was deemed a Fresh Start school, meaning it was in the bottom 25% of district high schools in terms of student performance.

In the past several years, Thomas Edison has received the lowest achieving 9th grade students entering all Minneapolis high schools. With the challenges of 9th graders not being at grade level, the demanding needs of our ESL population, students' lack of self-efficacy, and other challenges, our staff continues to choose the TAP program because of its comprehensive approach of improving teacher quality and student achievement. TAP also provides:

- A formidable professional development program that embeds professional development to move novice teachers to effective teachers and experienced teachers to exceptional teachers;
- A structure to analyze data to set measurable and attainable goals for the school and each individual student;
- A standards-based evaluation system that identifies areas of strength and development for all teachers;
- A career ladder that provides opportunity for advancement for teachers while concurrently supporting staff in school-wide professional development; and
- A performance pay bonus system to reward student, thus school success.

For a school with high needs such as Thomas Edison, TAP is what is needed to shift from low student achievement and expectations to a culture of academic excellence and high expectations amongst all students and staff.

Student Achievement Growth

In Minnesota, 13 out of 15 or 87% of TAP schools met or exceeded their growth projections for the 07-08 school year. Our school had very positive results:

- From 2006—2007, the graduation rate at Thomas Edison improved from 61% to 77%.
- Thomas Edison was the only Minneapolis high school to give the MAP test in 2008—2009 school year to our 9th and 10th grade students. The MAP test is a leveled test that measures student growth.
- 80% of our 9th and 10th grade students made one year's growth or more in math.
- Over 50% of our 9th and 10th grade students made one year's growth or more in reading.

Increased Teacher Retention

TAP the system for teacher and student advancement, with its strong support system of professional development led by master and mentor teachers in the school, has helped to reduce teacher turnover. Prior the Thomas Edison's fresh start, the school experienced a 70% teacher turnover over a two-year period. With the fresh start, we retained 60% of our staff and had 40% new hires. Last year, we only lost one teacher due to layoffs. We began the 2009—2010 year with all teachers in place for the school year, and it felt great to staff, students, parents, and the community. The support from the TAP program helped us retain the greatest talent we were able to recruit during the interview and select process.

Attracting Talented Teachers to High Poverty Schools

TAP provides a strong recruitment incentive for encouraging outstanding educators to teach in high-need schools. In interviews, we always share with candidates that Thomas Edison is a TAP high school and explain what that means. Overwhelmingly, teacher candidates choose Thomas Edison over other Minneapolis high schools and even suburban high schools because of the embedded support. Our ability to offer annual performance based stipends to coaches and mentors also provides a strong recruitment and retention tool for highly effective educators to take on leadership work at our school.

Building Collegiality

In our annual survey of teacher attitudes, we found that over 81% of teachers in Thomas Edison TAP report high levels of collegiality and satisfaction. We believe these results are a natural outgrowth of TAP's ongoing applied professional growth. Whatever concerns teachers have over the shift in culture to performance based compensation and rigorous accountability is tempered by the weekly professional development "cluster groups" that naturally facilitate collegiality.

Challenges in Building and Retaining a Talented Staff in a High Needs High School

Teachers have a greater impact on student learning than anything else in schools. Yet current policies offer few incentives for strong teachers to take on tougher assignments.

Thomas Edison is in its second year as a Fresh Start school. The Minneapolis school board and the Minneapolis teachers' union settled upon a Memorandum of Agreement that allowed Fresh Start Schools to move away from the seniority process for filling teacher vacancies to an "interview and select" process. This process allowed us to recruit some of the best teachers and candidates to Thomas Edison.

Our most novice teachers accepted their teaching positions because of the layers of support they would receive in the classroom and professional development through TAP. Also, the new teachers shared our values and beliefs.

Summary

Even though TAP is a national program, it is structured to allow each school and district to focus on their particular student needs. For example, teacher professional development provided weekly in group meetings, and individually in the classroom, is driven by the needs of Thomas Edison students that we see in the data. We also take into account the strengths and weaknesses of our teachers—as demonstrated through multiple classroom evaluations—in structuring our professional support. Teachers value this professional support because it is specifically structured to help them improve the performance of their students.

I encourage the members of the Committee to support strategies and policies that have proven effective in addressing the need for effective educators in high need schools and districts. Performance pay programs that include opportunities for career advancement, standards based evaluation and professional support, such as TAP, have demonstrated their effectiveness in increasing student achievement, as well as increasing recruitment and retention of effective educators in high need schools.

In a high need school, there is a tremendous need to create an ongoing support structure that enables teachers to continually improve the effectiveness of their instruction if students are going to continue improving academically. At Edison High School in Minneapolis, TAP has provided that structure for us to improve. I would be happy to answer any questions you may have.

ATTACHMENT A

Description of TAP™

TAP™: The System for Teacher and Student Advancement—is a performance pay and professional development system that is increasing student achievement, and improving teacher recruitment and retention in high need schools.

TAP is a comprehensive, research-based reform designed to attract, retain, support, and develop effective teachers and principals. It combines comprehensive teacher support with performance pay incentives to create an instructional environment that is continually focused on advancing student learning. Attracting, developing, and supporting excellent teachers is crucial to our mission because our student achievement goals are simply not attainable without a high quality faculty.

Unique Solutions Provided by the TAP

TAP counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, lack of accuracy or differentiation in classroom evaluations, and low, undifferentiated compensation. TAP provides an integrated, comprehensive solution to these challenges—changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to recruit, motivate, develop and retain high quality teachers in order to increase student achievement.

1. Building the Capacity of Teachers and Principals through Professional Development that is directly aligned to content standards and elements of effective instruction and takes place during the regular school day, so educators can constantly improve the quality of their instruction and increase their students' academic achieve-

ment. This allows teachers to learn new instructional strategies and have greater opportunity to collaborate, both of which will lead them to become more effective teachers. The TAP Leadership Team of master and mentor teachers, as well as school administrators guide the professional development which addresses the individual needs of teachers and their students.

2. Additional Roles and Responsibilities allow teachers to progress from a Career, Mentor and Master teacher—depending upon their interests, abilities and accomplishments. This allows good teachers to advance without having to leave the classroom and provides the expert staff to deliver intensive, school-based professional development that supports more rigorous coursework and standards.

3. A Fair, Rigorous and Objective Evaluation Process for evaluating teachers and principals. Teachers are held accountable for meeting standards that are based on effective instruction, as well as for the academic growth of their students, and principals are evaluated based on student achievement growth as well as other leadership factors. Classroom evaluations are conducted multiple times each year by trained and certified evaluators (administrators, Master and Mentor teachers) using clearly defined rubrics which reduces the possibility of bias or favoritism.

4. Performance-based Compensation Based on Student Achievement Gains and Classroom Evaluations of Teachers throughout the Year. Student achievement is measured using “value-added” measures of student learning gains from year to year. These learning gains are determined using the same assessments that are used to calculate progress under NCLB. TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. The new system also encourages districts to offer competitive salaries to those who teach in “hard-to-staff” subjects and schools.

By combining these elements in an effective strategy for reform, TAP is working to turn teaching, especially in high need schools, into a highly rewarding career choice.

Chairman MILLER. Thank you very much.
Dr. Hess?

**STATEMENT OF FREDERICK M. HESS, RESIDENT SCHOLAR
AND DIRECTOR OF EDUCATION POLICY STUDIES, AMERICAN
ENTERPRISE INSTITUTE FOR PUBLIC POLICY RESEARCH**

Mr. HESS. Mr. Chairman, ranking member Kline, and members of the committee, the committee has asked what it will take to provide every child with access to effective teachers. This question raises a number of interrelated issues, but this morning, I will address collective bargaining and the potentially adverse consequences of clumsy efforts to redistribute teachers.

I provided more comprehensive testimony in written form to the committee.

Collective bargaining agreements substantially hinder the ability of system leaders to make decisions that deliver teachers where they will be most effective or most needed. These agreements now regulate virtually all aspects of schooling including how teachers are paid and assigned to schools.

I do not believe that union officials are malicious in any sense. However, while they claim to be advocates for children, the truth is that they are elected and obligated to protect the interests of union members.

As Robert Barkley, former executive director of the Ohio Education Association has explained, the fundamental and legitimate purposes of unions are to protect the employment interests of their members.

Moreover, contracts are geared to the industrial labor model that prevailed in mid-20th century America when employees were val-

ued less for their knowledge or skills than for longevity. Today's contracts promote security rather than excellence.

Polling for Public Agenda has reported that 78 percent of teachers say their school has at least a few teachers who "fail to do a good job and are simply going through the motions." In a 2008 study, Jacob Loop and I examined collective bargaining agreements and associated school board policies in the nation's 50 largest school districts.

We reported that only 14 out of 50 district agreements provided that teachers could earn additional pay on the basis of performance. Similarly, just 14 out of 50 agreements provided for teachers to earn additional pay for working in schools classified as high needs. Just 13 out of 50 stipulated that student performance could be one factor employed in the evaluation of non-tenured teachers.

At the same time, no agreement expressly prohibited the practice meaning districts could do far better than many currently do. These data suggest two things. First, contracts limit the ability of district officials to make smart personnel decisions.

Second, schooling suffers from a culture of timid leadership. Even where boards and superintendents have the authority to act, professional norms and risk aversion make inertia the rule.

Sensible federal action to promote transparency, reward reform-minded state and local leaders and prod district and union officials to unwind problematic contract provisions, can play an important role in spurring progress on this count.

That said, there are three cautions for Congress to keep in mind when contemplating action. First, redistributing effective teachers may shift teachers from schools and classrooms where they are effective to those where they are not.

To take one example, there is reason to think that the skills which make a teacher effective with proficient affluent students will not necessarily translate to schools and classrooms serving disadvantaged populations.

The evidence on this count is shaky, to say the least. But there is substantial reason to believe that teacher quality is contingent and depends in some substantial part on context.

Second, ill-conceived efforts to move effective teachers to more disadvantaged schools may prompt them to leave the profession at higher rates. Teachers in high-poverty schools are almost twice as likely to leave teaching as those in medium-poverty schools.

It would be self-defeating to systematically push out of profession exactly those teachers we most want to retain. To avoid such unintended consequences, strategies to direct teachers to new schools must be pursued with careful attention to incentives, retention and context.

Third, while we know that good teachers have an enormous impact on student learning, we don't have reliable ways to consistently identify effective teachers from state capitals much less from Washington.

The highly qualified teacher provision of No Child Left Behind does not identify effective teachers but those with particular credentials, though there is compelling evidence that those credentials do not predict performance.

Using value-added gains or other metrics as a component of a smart system-specific strategy to identify effective teachers makes good sense. But prescribing the use of these metrics from Washington is another matter.

Finally, securing effective teaching first and foremost requires increasing the total number of good teachers. This entails lowering the barriers represented by licensure, encouraging districts to tap the skills of those who are not full-time educators and using pay, professional opportunities and training to attract and cultivate talent.

Efforts to more evenly distribute effective teachers are laudable but ought to be pursued in a fashion that will not compromise effective schools or bolder efforts to attract and retain more good teachers. Thank you.

[The statement of Mr. Hess follows:]

Prepared Statement of Frederick M. Hess, Director of Education Policy Studies, American Enterprise Institute

The views expressed in this testimony are those of the author alone and do not necessarily represent those of the American Enterprise Institute.

MR. CHAIRMAN, RANKING MEMBER KLINE, AND MEMBERS OF THE COMMITTEE: The Committee has asked the witness today to address a single question: What it will take to provide every child with access to effective teachers?

Today, all children do not have access to effective teachers. Our critical task is to expand the supply of such teachers, but the scope of the challenge is breathtaking. There are approximately 3.4 million teachers in the U.S., representing about 10% of the college-educated workforce. There are compelling reasons to think that our current arrangements unnecessarily limit the population of potentially effective teachers. But given the focus here on “comparability” and teacher assignment, I will not here address licensure and teacher education.

Instead, I will briefly address three topics deserving attention: collective bargaining, the potentially adverse consequences of ill-conceived federal efforts to redistribute those teachers who seem to be effective, and our limited ability to systematically identify “effective” teachers for purposes of federal policy.

Established rules and contract language governing staffing practices may have made sense when we lacked the ability to track actual expenditures or student learning, or when we worried less about the quality of schooling of schooling, but they no longer make sense today. Existing arrangements lead to thoughtless allocation of resources and violate Congressional intent.

Collective bargaining agreements may be the greatest obstacle hampering efforts to boost the supply of quality teachers and enable system and school leaders to get teachers where they will be most effective or are most needed. Some four decades after the advent of collective bargaining in public education, these contracts now regulate virtually all aspects of schooling, from how teachers are paid and assigned to schools, to the conditions under which they can be disciplined or fired.

Let me be clear. I do not believe that union officials are malicious. However, while they claim to be advocates “for children and public education,” the truth is that they are elected—and obligated—to protect the interests of union members. As Robert Barkley, the former executive director of the Ohio Education Association has succinctly explained, “The fundamental and legitimate purposes of unions [are] to protect the employment interests of their members.” He elaborated, “It is the primary function of management to represent the basic interests of the enterprise: teaching and learning.”

Today’s contracts are geared to operating schools on the industrial model that prevailed in mid-20th century America, where assembly line workers and cadres of low-level managers were valued less for their knowledge or skills than for longevity and a willingness to follow orders. These arrangements prevent educators from making the changes necessary to transform schools into lean, nimble organizations focused on educating students.

Managers seeking to assign or remove teachers on the basis of suitability or performance are hobbled by extensive contract language. Frequently, however, contract language does not flatly prohibit managers from making sensible decisions. Rather, the ambiguity of provisions, the time required to comply with required procedures,

the desire of administrators to avoid the grievance process, and managerial timidity add up to management by paralysis.

In 2005, an Illinois reporter filed 1,500 Freedom of Information Act requests to obtain data on the removal of tenured teachers, after Illinois Education Association President Ken Swanson dismissed as an “urban legend” the notion that tenured teachers are rarely fired. The reporter obtained data showing that Illinois school districts, which collectively employ more than 95,000 tenured teachers, had dismissed an average of two teachers a year for poor performance between 1986 and 2004. Just 38 of Illinois’s 876 school districts dismissed even one teacher for poor performance between 1986 and 2004.

The polling firm Public Agenda has reported that 78 percent of teachers say that their school has at least a few teachers who “fail to do a good job and are simply going through the motions.” Public Agenda has quoted a New Jersey union representative confessing in a focus group, “I’ve gone in and defended teachers who shouldn’t even be pumping gas.”

In a 2008 study, *The Leadership Limbo*, Jacob Loup and I examined twenty-six elements of collective bargaining agreements and associated board policies in the nation’s fifty largest districts. These data actually understate the extent to which collective bargaining agreements are binding because they include not only collective bargaining states, but also analogous policies produced through “meet-and-confer” processes in “right-to-work” states. We examined how restrictive these agreements are when it comes to teacher compensation, personnel policies, and work rules. Overall, more than a third of districts struggled with quite restrictive agreements and just one in ten had policies that could be deemed even moderately flexible.

In 25 of the 50 districts, the contract specified that internal applicants were to be given priority over new hires for vacant positions—greatly restricting the ability of principals to select promising new faculty. In 17 of the 50 districts, if it is necessary to lay off teachers, district officials were required to select the most junior teacher in a certification area. Only 14 out of 50 district agreements provided that teachers could earn additional pay on the basis of performance. Similarly, just 14 agreements provided for teachers to earn additional pay working in schools classified as “high-needs.”

Just eight of the 50 agreements stipulated that the district could use students’ achievement test results as one component of evaluation for tenured teachers. Just 13 of 50 stipulated that student performance, however measured, could be one factor employed in the evaluation of untenured teachers. At the same time, no agreements expressly prohibited the practice—meaning that reform-minded superintendents and school boards could do far better on that score than many do currently.

These data suggest two things. One is that a substantial number of contracts formally limit the ability of district officials to make smart personnel decisions. The second is that district officials often have the ability to do substantially better in managing personnel.

Collective bargaining agreements frequently prohibit leaders from acting. Equally troubling though is that agreements are murky and send mixed signals regarding the bounds of permissible action. The ambiguity has been made especially problematic by risk-averse principals, central office administrators, school boards, and superintendents who are applauded for “collegiality” and strongly encouraged to avoid unseemly conflict. In no small part, this timidity is the handiwork of local teacher associations, which exert enormous influence politically and in school district affairs and which can make life complicated for unpopular superintendents and principals.

In short, even in those districts where boards and superintendents have the authority to act, professional norms and risk-aversion make timid and ineffectual leadership the rule.

As an example of what disciplined reformers can accomplish, consider John Deasy, former superintendent in Prince George’s County, Maryland, who earned national notice for overseeing substantial achievement gains in his low-performing schools while shifting hundreds of teachers to new schools and initiating a voluntary pay-for-performance system. His response to the naysayers is that superintendents possess “extensive tools [available] that are generally unused.” He explains, “Why does it not happen? * * * [It’s because] most people see the contract as a steel box. It’s not * * * You’ve just got to push and push and push.”

Mitch Price, of the University of Washington, reported in a 2009 study of districts in California, Ohio, and Washington, that, “Because so many administrators, union leaders, and others perceive contracts as inflexible, the perception overtakes the reality * * * lead[ing] to practices that may be more rigid than the actual language of the contracts require.” Simple tales of victimhood told by superintendents, school

boards, and principals may reflect more than a hint of blame shifting and exaggeration—or at least present an overly simplistic account of the forces at work.

We should not expect John Deasy to be the norm. Rather, the question is what kinds of policies might help other superintendents be similarly proactive.

Sensible federal action to promote transparency, reward reform-minded state and local leaders, and prod district and union officials to unwind problematic contract provisions can play an important role in spurring progress.

That said, there are a few key cautions worth keeping in mind. In general, it is appropriate to be skeptical of the federal government's ability to constructively and directly address the issue of teacher distribution: It would require gross definitions of "effectiveness" and implementing broad policy interventions in states and districts with profoundly different contexts. The remedy provisions of No Child Left Behind illustrate how good ideas can disappoint when pursued in this fashion.

There are three particular concerns. One is the risk that ill-conceived policies will encourage districts to move teachers from schools and classrooms where they are effective to situations when they are less effective. The second is the risk that heavy-handed efforts to reallocate teachers will drive good teachers from the profession. Either course promises to "shrink the pie" of good teaching in the effort to redistribute it. And the third concern is that we are far less able to identify "effective" teachers in any cookie-cutter fashion than many who call for federal action might wish.

First, efforts to redistribute effective teachers may shift teachers from schools and classrooms where they are effective to environments where they will be less effective. These are especially valid due to concerns that the skills and expertise that make a teacher effective in one school or with one population may not necessarily transfer to another.

There is good reason to think, as Florida International University's Lisa Delpit has noted, that the skills which make a teacher effective with proficient, affluent students will not necessarily translate to schools serving disadvantaged populations. More anecdotally, many have observed that the highly structured learning strategies employed successfully with low-income students by charter school providers like KIPP or Achievement First would be far less welcome in more affluent environs. To date, there is no meaningful evidence to help us determine which teachers might prove more or less effective when moved.

However, there is substantial evidence that teacher effectiveness may be contingent. Scholars including Swarthmore College's Tom Dee and Stanford University's Eric Hanushek have reported, for instance, that students appear to benefit from having a teacher of the same race, suggesting that the matching of teachers and students contributes to the pattern of overall achievement gains. The University of Washington's Dan Goldhaber has observed that the ability of National Board certification to predict teacher quality varies dramatically by subject and grade. Three Duke University economists observed in 2004 that the effects of teacher experience in North Carolina varied with student race and family income. If efforts to redistribute teachers proceed without attention to context and constraints, they could readily reduce the overall quality of teaching.

There is simply no meaningful evidence on this score to date. But there is good reason to believe that teacher effectiveness is partly a function of some teachers being better suited for some students, schools, and contexts. To the extent that this proves true, redistribution of teachers threatens to generate a lot of disruption for little gain. This does counsel against finding ways to steer teachers to disadvantaged schools; it does suggest that such efforts should be driven by carefully calibrated incentives and executed with an appreciation for local context, which means they should not be directed from Washington.

A second concern is that ill-conceived efforts to move seemingly effective teachers from more comfortable schools to more disadvantaged ones may prompt them to leave the profession at higher rates. The consequence would be to push out exactly those teachers we most want to retain.

The University of Pennsylvania's Richard Ingersoll has used the federal School and Staffing Survey to calculate that teachers in high-poverty schools are almost twice as likely to leave teaching as teachers in medium-poverty schools. This is a well-documented finding. In the Review of Educational Research, scholars reported in 2006, "The research revealed fairly consistent evidence that schools with higher proportions of minority, low-income, and low-performing students tended to have higher attrition rates." It would be a self-defeating, short-sighted strategy to systematically shift effective teachers to the schools where they are most likely to leave the profession. Again, to avoid unintended consequences, strategies to direct teachers to new schools must be pursued with careful attentions to incentives, retention, and context.

Third, in determining the allocation of “effective” teachers, we quickly encounter a substantial problem. We know that good teachers have an enormous impact on student learning, and we have justifiable confidence in our ability to identify good teachers observationally and through their work at the school level. The problem is that we don’t have any reliable way to consistently identify good teachers from state capitals, much less from Washington.

The “highly qualified teacher” provision of NCLB does not, in fact, identify effective teachers. It identifies those with particular credentials, though there is much evidence that those credentials do not predict performance. Dan Goldhaber has observed that more than 95% of the variation in student gains from one teacher to the next cannot be explained by observable characteristics, including seniority, credentialing, and college attended.

Why not just judge teachers using value-added scores? A small but growing number of states can perform “value-added” calculations based on grade three-to-eight reading and math assessments. However, such scores are only available for a minority of teachers, even in states with the requisite data systems. A more fundamental problem is that these measures are imprecise and of uncertain reliability when just a few years worth of data are being used to judge individual teachers. Finally, equating effectiveness boosting basic math and reading proficiency with broader teacher effectiveness presumes that these teachers will also predictably excel in their other charges. To date, there is no evidence supporting this notion and much cause for sensible caution.

Enabling district and school officials to use value-added gains and other metrics as one component of a smart, system-specific strategy makes good sense, but prescribing the use of such crudely drawn metrics from Washington is an entirely different matter.

Ultimately, we would do well to focus on empowering system leaders to make good hiring and placement decisions. The desire to more equitably distribute effective teachers is an admirable one. But let us take care not to undermine successful schools along the way. Let us avoid policies that will casually or reflexively strip effective teachers from some schools in order to push them into others, especially if this will hobble schools that have been working well.

In places like New Orleans, New York City and Baltimore, superintendents are relying on programs like Teach for America and The New Teacher Project to provide new, effective teachers to help turnaround school and district performance. Congress would be well-advised to take care that federal law does not impede the ability of superintendents to pursue this strategy. If the real issue is attracting excellent teachers to high need schools, the focus ought to be on devising the right combination of incentives to get them there, rather than relying on equalization strategies that employ imperfect proxies. The federal government can help in this effort by promoting transparency, encouraging reform-minded local leaders, and rewarding states and districts that are devising smart solutions to securing and smartly deploying effective teachers.

The challenge of securing effective teaching is first and foremost one of increasing the total number of good teachers. This entails supporting alternative licensure models, lowering the barriers presented by licensure requirements, encouraging districts to tap the expertise and skills of those who are not full-time educators, and using pay and professional opportunities to attract and cultivate talent. Even more ambitious strategies, such as rethinking the shape of the teacher’s job and the use of technology to deliver instruction, will require new strategies to funding and monitoring provision. In the meantime, efforts to ensure that effective teachers are evenly distributed are laudable, but ought to be pursued in a fashion that will not compromise bolder efforts to attract and retain more good teachers.

Chairman MILLER. Thank you very much and thank you, all of you for your testimony. My position is pretty well-known on this subject so I don’t want to take a lot of time because we are going to have votes, and I would like to get to as many of my colleagues as we might. But let me just make a couple of comments.

Dr. Hess, I agree with most of what you said. What you raise are cautions that we cannot let become excuses for non-action. But clearly the teacher has to fit. And I noticed Ms. Daniels was shaking her head when you raised the issue about whether or not some-

body that is effective in one school would necessarily be effective in another school.

And I think one of the things that TAP shows us is how you can create these environments. And maybe in fact that by creating that environment you can welcome a broader spectrum of teachers who might succeed in that school, but you also want to grow your own teachers in those situations.

Dr. Roza, it is a conversation to be continued because your testimony is from a conversation a long time ago with Paul Hill. But in fact what you have, is it not, that districts are charging Title I for the average teacher or some scale of which they are not paying in those Title I schools.

And so that is going to pay other teachers and other arrangements. We can argue about what the real impact is and, if you change that, what other resources would leave that Title I school, but there is something perverse going on here in terms of the kinds of incentives you would be able to offer if you really had that average salary available at that particular school.

Certainly in schools where you have 14 out of 14 new teachers every year, you might be able to get some of them to stick for a while if you had that sum of money available in that school.

Dennis, I want to thank you very much for being here today for your testimony. But I also want to draw attention to two things, one of which is in your testimony, which I can't say how much I welcome this statement, but when you said that you are requesting, and I understand the request, I understand the dynamics of the institution, that every local NEA affiliate enter into a compact, a memorandum of understanding with its local district to waive any contract language which prohibits staffing high-needs schools with great teachers.

I thank you very much for that. And I think it is very important that we acknowledge that NEA made that statement and put it into their testimony today. And I think it falls on the report. I am encouraged also because you affirm that districts should be using the American Recovery Act that the secretary has to address this problem along with the Teacher Incentive Fund.

And I know Mr. Price. He is not here, unfortunately, but Mr. Price will appreciate that and it really opens avenues for us to work together that I deeply appreciate. Dr. Murray, I have followed you for many years. I think you bring a perspective to this issue because you have managed a large complex diverse school district where these needs compete with one another and I think having your input as we continue this conversation is very important.

Ms. Avila, I have a question for you now. When you take these highly efficient effective teachers and you talk about trying to find them and sorting it out, when you said—what are they asking you about the workplace that they want to go to? How do they describe that workplace?

Ms. AVILA. So in our recruitment, we look for predominantly career changers but also recent college graduates who didn't major in education and want to make the transition. More often than not, what they talk to us about is they want to know what it is really like to teach in a high-needs school.

And I think this is one of the things that has really distinguished the New Teacher Project and our teaching fellows programs from the way school districts have traditionally approached teacher recruitment because we have very up front about the challenges in high-need schools.

In the past, you will see that if you visit a district Web site in a high-needs community, you will find lots of pictures of smiling children with apples and school buses and pencils and it doesn't really portray the reality of teaching in a high-need school.

And so we are very honest about the fact that oftentimes our children are two, three, four, even five grade levels below where we need them to be, but that is why we need the best and the brightest to enter the teaching profession and join the ranks of teachers who are working every day to improve.

More often than not, that is what they ask us. What is it really like to teach there, because there are people who are compelled by the idea of teaching specifically in a high-needs school.

Mr. KLINE. Thank you, Mr. Chairman. I too want to thank all the witnesses. You were terrific. This is just a fantastic panel of real experts and I want to thank you for being here. I am very grateful for your testimony.

Of course, I am going to get back to Ms. Daniels in just a minute because she is from Minnesota, and I am very proud of her and her school on things that they have been doing. I congratulate her on picking a good weather day to come to Washington, D.C. We didn't hold this hearing in July and it is actually raining back in Minnesota, so welcome to you all.

What, what is apparent in the earlier panel with our colleagues and with those of you here, experts have been looking at this for many years in some cases, is that there is a sort of universal recognition of the problem, that you really do need highly-effective teachers.

You need them everywhere I would argue, but clearly in schools with the greatest need for them we are not getting them there, and great research Dr. Roza has put forward and all of you, we are not succeeding in getting them there.

We all want that to happen and we need to figure out how to do that and you have different approaches in your testimony. And I am not going to go through and ask all of you questions except I think that we as a committee, we as a Congress, all of you, everybody in the room needs to really start looking at how do we break down barriers?

And Dr. Hess talked about collective bargaining barriers. And Mr. Van Roekel I appreciate that you are being here, and I join the chairman in congratulating you for looking at ways at starting to break down some of those barriers that stop superintendents and principals and officials from being able to move those teachers around and reward them appropriately for their assignments.

Ms. Daniels, I do want to come back to you now if I could because one of the problems in this whole business of getting highly-effective teachers in the right places is how do you identify them and how do you identify those that aren't performing well, and then how do you approach them? You know, are there things that

you can do to help them get to be better? And if not better, how are there ways to remove them?

So Ms. Daniels, I wonder since you have got TAP in your, you know, it seems to be working very well, how do you identify those teachers? What metrics are you using? What methods are you using to identify those teachers who aren't measuring up? And then what are you doing about it?

Ms. DANIELS. Fortunately, I work in a district that is committed to teacher excellence, and that has been a shift that has been very overt and explicit the last few years. And they support what we are doing at the building level and they are holding us accountable as administrators to identify ineffective teachers and instead of shuffling around the district, moving them out of the district.

With the TAP program, the funding has allowed the structure of our building to alleviate a lot of pressure from me of managing students, managing inappropriate behavior. That responsibility has become the responsibility of our dean of students.

And as an instructional leader, I am at the table discussing professional development. I am able to get into classrooms and observe teachers myself for more than a 15-minute snapshot one time per year but I am constantly—I am the assistant principal of the 10th grade academy and also for 11th grade students, so I am constantly in my 10th and 11th grade classrooms observing teachers.

And there is a collaborative effort with the TAP mentors who, with the Fresh Start, they had to reapply or apply for a job. We completely Fresh Started our TAP leadership team and put highly qualified teachers who had the specific content area needed in order to move the staff in the professional development in the direction we should be moving in.

And there is a collaborative effort with the TAP leadership team and the administrators to be in classrooms collecting evidence of what is happening in the classrooms and having conversations about teachers that we need to take action upon to support or to possibly move to an action plan.

So in our building, we have TAP mentors in classrooms, we have—in the classrooms we have the building mentor in the classroom, which is just a building mentor that is provided by the district, and then we also have administration in the classroom.

And we get together every Tuesday after school and we meet and we talk about what we are seeing in classrooms and that is how we monitor and adjust the practice of our teachers and the achievement of our students. I hope I have answered your questions.

Mr. KLINE. You have indeed, and thank you very much and again, thanks to all of you, and I will yield back, Mr. Chairman.

Chairman MILLER. Mr. Hinojosa?

Mr. HINOJOSA. Thank you. I thank you for holding this important hearing. In a moment, I want to ask about how we are expanding our capacity for STEM and also on bilingual teachers across the country.

Congressman Raul Grijala from Arizona and I spent the last 3 days in my congressional district at the Hispanic Engineering Science Technology Eighth Annual Conference, and we were very pleased to see so many geared up students participating as they have in the past.

But the end result is that since its inception 8 years ago, we have made significant strides in graduating Hispanic students in the STEM fields and we saw and heard about the 1,000 Hispanic students in engineering that have graduated from UT Pan American in Edinburg. So I know we can do more to improve math and science literacy in our high school.

So my first question is going to go to NEA president Van Roekel. I greatly admire our teachers who work tirelessly to make a difference in the lives of children, but I find it troubling that about 70 percent of math classes are taught by a teacher who does not have a college major nor a minor in math or mathematic-related fields in our high-poverty, high-minority middle schools.

What initiatives is NEA working on to increase those numbers and how soon do you think we are going to correct that?

Mr. VAN ROEKEL. One of the initiatives that we are working on that deals with the whole issue of the quality of teaching in high-poverty or high-need schools and also addresses the fact, the conditions that you are talking about is that one of the strategies in our report is to recruit and prepare teachers for these high-need schools.

We found great success in that some of these schools have started programs where they grow their own. You already have committed caring individuals who have chosen to live and to work in that area, why not build your own from within?

So if your need is for greater math teachers, if that is the shortage area, then develop programs to encourage them to do that. Another program that has had a lot of success is where teachers collectively work on national board certification together. It is a great powerful professional development activity. And what it does is they collectively are working together focusing on all of the students in the school.

So this focusing on building your and growing your own is a very important strategy. And the second thing is we just have to something about our recruitment. The compensation for teachers is not what it needs to be. We compete with other professions that require college.

And if you happen to be a math major who has good grades, there are a lot of opportunities. And we have got to make it so that it is competitive to recruit those into the teaching professions.

Mr. HINOJOSA. We have found that there is also a shortage in our IB and AP programs, International Baccalaureate and the Advanced Placement programs. Do you think that the answers that you gave me for the first question would apply towards getting those persons certified to teach those courses?

Mr. VAN ROEKEL. I think it would assist in the first part, but another thing we need to do is—what we have found under the narrow testing under No Child Left Behind, the Elementary Secondary Education Act, as we go toward reauthorization I think we have to expand that so that we expect and assess in a much broader area so that the curriculum isn't narrowed and that it makes sense for a school district to focus on STEM and other issues.

Mr. HINOJOSA. Thank you.

Mr. VAN ROEKEL. As long as the measurement is that narrow that is what they focus on.

Mr. HINOJOSA. Thank you. My last question I want to ask Ms. Layla Avila. I congratulate on your perseverance and very impressive accomplishments. I was very impressed with your presentation. I understand that the New Teacher Project has helped school districts recruit and certify teachers across the country.

Can you tell us about the work you have done in school districts with disproportionate numbers of limited English proficient students, and also, what have you done on that same problem in Texas?

Ms. AVILA. Actually in the state of Texas, we run a program called the Texas Teaching Fellows and we serve approximately 18 school districts in the areas of El Paso, Dallas, Austin and San Antonio.

And actually, in Texas, we have had a tremendous amount of success both recruiting and certifying our teachers there. We recruit a large number of bilingual teachers for the state of Texas, and we actually have had a lot of success in recruiting math and science teachers for those districts as well.

I think this is connected to your previous question which is how do you expand the pool of math and science teachers and bilingual teachers as well? One of the things that we know is if you look at the supply out there, our schools of education, while they are doing a lot of work to prepare teachers, don't actually prepare enough teachers in these fields, and so one of the ways that you can grow the pool is by recruiting career changers who have that strong content knowledge, in math, in science to join the teaching profession.

And I wholeheartedly agree that this is not the path for everyone. We need people who are exceptional and who go through a very selective process, but we also train them over the course of the summer in the East Texas districts, and so they get a real world sense of what it is like to teach at in a high-needs school.

Mr. HINOJOSA. Thank you, my time has run out. I wish we could talk longer.

Thank you, Mr. Chairman.

Chairman MILLER. Thank you.

Mr. Platts?

Mr. PLATTS. Thank you, Mr. Chairman. I want to add my thanks to all the witnesses, just a great wealth of knowledge that you share with us on a critically important topic here, and I certainly share the comments of several of you and the impact that teachers have had on your lives.

I regularly say behind the upbringing of my mom and dad, my teachers in New York suburban school district, from Mrs. Willowby my kindergarten teacher to Mrs. Mirtz third grade teacher, who is now 97 and amazing. To as a math teacher, Miss Snell who was the Dean of Math at our school and taught me calculus, as best she could, meaning from my learning side on calculus.

But they gave me a great foundation to build on. And so the focus here of making sure that every child has that same opportunity is so important, and I am very thankful to be able to say my children fifth and seventh grade sons are now in the same school district I grew up in and getting, I would contend, an even greater opportunity than I had because of the excellence of the teachers in that district.

I wanted to say up front that as we focus on the effectiveness of teachers, we have talked about salary, we have talked of a number of issues, but a couple that I just think we want to keep in our thoughts is the broader school environment and a couple of—specific example is class size.

When I was in third grade with Mrs. Mirtz, we had, I think, 16 children in our class. Today the school district doesn't have 16, but my kids had, I think at most 20 in their class in that same school district. A half mile away, my cousins taught in the city school district and 32, 33 was probably typical class size for third and fourth grade.

A great teacher has got half the time with each student if they have twice as many students, and that is certainly going to affect their ability to teach no matter how dedicated, how qualified they are. The issues that go beyond just the teacher qualifications, I think impact the effectiveness of the teacher.

One in particular was mentioned was the issue of tenure. And when I was in the state house, I served on the education committee and we had a hearing on the specific issue of tenure. And I will always remember a testimony of a principal from Pennsylvania who, when he came before us, said, "The issue is not tenure. It is the enforcement of the rules of tenure and the administrators doing their job."

And his message was very clear. He said, "If you have a bad teacher in a classroom, it is because the supervisor, principal, is not doing his or her job and getting rid of that." The rules allow for you to get rid of a bad teacher if the administrators want to.

So I think we need to look at the effectiveness of teachers and include the effectiveness of administrators who are overseeing those teachers, and specifically, Ms. Avila, in your testimony, you talked about the 12 school districts and half of them in 5 years did not dismiss a single teacher.

The other half apparently had at least one or more dismissals. Was there any follow on to look at the difference in the approach or the evaluation of teachers of why half was getting rid of those versus those that were not?

Ms. AVILA. One of the things that we find, and I think that this is echoed in Dr. Hess' testimony is that a lot of it has to do with the leadership and the culture that is built in that school. If there is a culture of feedback, if there is a culture also, not just of feedback, but is the principal going to be supported by the administration when they make those evaluations that are honest and rigorous?

That is one of the things that really defines them, and in a lot of school districts where the evaluations don't happen and the dismissals don't happen, there really is this culture of evaluations just being another process that you have to sort of check off your list, where it really is not used as a tool to improved teacher performance.

It is something that H.R. tells them they have to do, and so they go ahead and they do it. But then there are other schools where the principal will build a culture and will have the support of the administration to be able to give honest feedback.

Mr. PLATTS. And it kind of dovetails with, Mr. Van Roekel, with your statements where our teachers cannot do it alone is that you need tone set up at the top with the superintendent, administrators, principals, teachers and parents at home of what is expected in the classroom and what is going to be supported, that the teacher or principals know that they have the support of both the families and the school administrators so that we are all working together.

If I can quickly squeeze in, Dennis, you talked about the California evaluation process, and—oh, I thought in your testimony you talked about the performance assessment for California teaching.

Yes, and I was wondering if you could expand on because you—by the way I read that is as a valid approach to assessing a teacher's qualifications and abilities versus a simple test score which I agree with because, as one who wasn't very good on standardized tests versus essay tests, I wouldn't have reflected well on my teachers perhaps.

Mr. VAN ROEKEL. I think as you go across the country, you will find many examples of excellent teacher evaluation systems that have been done through the bargaining process with management and the teachers.

In California, it was several years ago that they put that together and it does. It used multiple assessments to determine both the effectiveness of student learning and the effectiveness of the teacher. And when done in collaboration, it can be done.

My point is that it is too few to compared to the number of school districts we have that have a good evaluation or appraisal system, and those that have bad ones, they don't even use those.

And it is an important part of the system. It is there is a recruitment—who are your recruiting into the classroom? The induction part of the system is very critical. We lose 30 to 50 percent of our teachers in the first 5 years. Much of that is due to their frustration of not being successful.

And in that first 3 years, if you take the time to figure out what it is that is lacking, for some it may be classroom management, for some it is not good planning skills, and it could be a variety of things, but you build them into the professional development to build those particular skills so that by the end of the third or fourth year when they are granted tenure status or the right for due process, that they have met a very high standard.

And that is what so important be that it continue then and that it is an ongoing process, part of a larger system. Thank you, sir.

Mr. PLATTS. Okay, and I am out of time.

Thank you Mr. Chairman, and thank you to all the witnesses again.

Chairman MILLER. Thank you.

Ms. HIRONO?

Ms. HIRONO. Thank you, Mr. Chairman. Something that you just said, Mr. Van Roekel, really caught my attention. You said that there are excellent teacher evaluation systems in different schools but that very schools have them.

Is that a role for the federal government that we encourage if not force—I like to encourage—every school or systems to have an appropriate evaluative system in place because we are now focusing

very much, of course, on effectiveness which are more output evaluations as opposed to quality which are, you know, input. So what is the role for the federal government here?

Mr. VAN ROEKEL. I don't think it is to mandate to school districts what they ought to do, or rather, how. It is important that it could be from the federal government in your role that you say that is one of the things that needs to be there, but to tell them exactly how to do that—

Ms. HIRONO. Yes.

Mr. VAN ROEKEL [continuing]. I don't think that is a federal role. One of the other things that the federal government I think can play a very important role and that is doing the research that shows what makes a good system, the models.

For example, on the National Board for Professional Teaching Standards, over 20 years, they spent about \$200 million developing very good assessments for teachers in all areas from early childhood to high school in all of the different academic areas.

That research is available and those processes are there. We don't spend that much money on developing good assessments for students. So Secretary Duncan has about \$350 million, as I recall to—hoping that a collaborative effort will be to develop good assessment.

If the federal government spent \$200 million a year for the next 10 years, \$80 million a year for the next 10 years, on developing really good, solid assessments to determine student learning, I think that would be a great assessment for every single state.

Ms. HIRONO. It is just that I think that in other contexts the federal role should be more on the R&D side, you know, to enable our school districts to find out what the best practices are and what works, and then to be able to incentivize our systems to use those practices.

Ms. DANIELS you mentioned that the Minneapolis school board and the Minneapolis teachers union settled upon an MOU that got away from using seniority as a way to place teachers. Can you just talk a little bit about the dynamics of that?

And then Mr. Van Roekel, I would like to ask you how many other school districts the NEA or your teachers' unions have had these kind of MOUs?

Ms. DANIELS. Well, like I said, fortunately I work in a district where the leadership has changed and it is a shift toward every—right now, the mantra is by 2012, every child college ready. So every child will have the opportunity whether they see themselves going to college or not, but being prepared for post-secondary opportunities.

And in order to ensure that every child is college ready, the district has to put together a strategic plan, excuse me, and part of that plan was recruiting teachers, effective teachers and also training them, and also a part of that was training administrators to look for effective teachers.

The Minneapolis Public School District has one of the stronger unions in the country, and so in order for, again, this collaborative effort to take place, there had to be a middle ground. And so since the school board was committed to student achievement and the teachers' union also was committed to student achievement, they

came to agree that we move from seniority—which is important, which is valued—to more of an interview and select process.

Where in that particular—in our district, you still have to interview the most senior people, the five most senior candidates for the job, but you also get a chance to interview five other candidates that are not tenured, that are outside of the district, and it is ultimately our choice of who is most qualified for that position.

So that is what we have done. We began the recruitment outside of the building, of course, and through different mediums like newspapers and stuff like that, and we begin as Ms. Avila I think shared, that the recruitment and the understanding, the transparency begins at the interview.

This is what you are getting into. This is what we are about. What are your core values and beliefs? This is the direction that we are moving in, and fortunately we have teachers to commit to where Edison is going where our district is going. And again, I see my role as an instructional leader, and I am not just hired from my school.

I am hiring for the district, and I am hiring for some of the students who have overwhelming needs. So I am very happy that this district was able to afford the relationship—

Ms. HIRONO. How critical to this process was establishing that 2012 goal to just pushing everybody along?

Ms. DANIELS. How—could you please—

Ms. HIRONO. How critical was this setting 2012, a very specific goal, how critical was that agreement to pushing everything along?

Ms. DANIELS. I think it was very critical because we know, as everyone has reiterated on this panel, that it is the teachers. If you look at in school, what impacts student achievement, it is teachers. And you know, we could talk about all that extraneous variables outside of the building, but in schools, it is the teachers.

And we had to collaborate, we had to agree, that in order to meet such an aggressive goal, and it is aggressive, that we come to an agreement as a district school board of educators and as a teachers' union who both have, hopefully, the student's best interest in mind, that we have to agree that seniority may not be the best in all situations.

And as I explained, with Edison having 90 percent minority students and 88 percent free and reduced lunch, we need the best teachers for our students.

Ms. HIRONO. Thank you. My time is up. Perhaps I can talk with you later.

Chairman MILLER. Thank you.

Mrs. Biggert?

Mrs. BIGGERT. Thank you, Mr. Chairman and thank you for holding this hearing. I think that it kind of made me think back to my school board days and the things that we discussed and how we were going to have the best school. And I have to say that one of the reasons that I think a lot of people go on the school board is kind of a selfish reason and that is to make sure that our kids get the best teachers.

I don't know if that is—that should be proper, but it probably is something that we all, you know, we soon get to know who the best teachers are from being around there.

But—and I think that was that was the best job I ever had was being on the school board, and I think, you know, it is really being able to contribute to the education process in your community is worth everything.

But a couple—and I really have been interested in all the things that you have had to say because so many things go back. And one of the things that always troubled me so much was that there was kind of this “we, they” atmosphere between the administration and the teachers. And that always bothered me because when that wasn’t apparent when it coalesced, I think, that, you know, the school made great schools and the district made great strides.

And I think that is so important that—and we always talk about how the community needs to be involved and the business community, everybody, to make great schools.

And I think that is one of the problems of trying to get the teachers into some of the, you know, the areas of highest poverty because there isn’t that coalescence of everybody working together, and particularly it may be the parents is always something that is a problem.

But Ms. Avila, you talk about the new teachers, and I know that is how—when you are making an assessment and you have got somebody you are training to go into the classroom, how do you decide that that person is really going to be a good teacher and give them the—I know you can give them the tools, but so many times it—you know, we have young people that get into the profession—and I do call it a profession.

And I think that is something that is most, most important that this is a very high, you know, valued profession. And we need to make sure that that is always gets across. But how do you know that somebody is going to be a good teacher?

Ms. AVILA. Well, we believe that actually the selection process begins at recruitment. So you have to make sure that you are very honest and forthright with your recruitment messages about where it is that people are going to be teaching. I think second of all, we do have a very rigorous selection process. We have seven competencies where we assess individuals.

There are a few things that we have seen correlated with effectiveness in the classroom. There are things like whether they have a record of achievement, whether they are committed to teaching in a high-needs school, whether they have what we call personal responsibility.

Do they understand that fundamentally they are a teacher? Their role as a teacher is to insure gains in student achievement. It is not to be their friend. It is not to have them like you. It is to ensure that students are making gains in student achievement.

There are several others that we look at, and using that process we probably select out anywhere between 50 to 65 percent of people who actually apply. But the one thing to remember about selection models, and the research bears this out, is that no selection model is perfect.

If you look at a lot of the teacher pipelines out there, including our own, the effectiveness of a teacher, as measured by value add and their impact on student learning, looks like a bell curve, which means that every pipeline, including teaching fellows, will bring

teacher who are not so effective, people who are very effective and then a lot of people in the middle.

So what is important is that we are able to develop systems where we can eliminate the bad performers who are just not a good fit for the classroom, push up the middle to insure that we are supporting and providing development and retaining the very best teachers.

Mrs. BIGGERT. Thank you. Thank you, and I do want to ask one question of Mr. Van Roekel. In the school system we have developed that I was in, we developed the master teachers and those that became mentors for the new teachers and to make sure that they would be in the classroom longer than 15 minutes. And actually one of the things was to always—to film a class, actually, with a teacher.

And not just the new teachers, so that they were, you know, how they could help them to become better teachers. And sometimes it was just some annoyance, you know, that they didn't realize that they were doing whether they were, you know, waiving their arm all the, you know, or something that really the kids took offense to.

So do you think—have you been in schools where this has been used? Do you think this is a good idea to use?

Mr. VAN ROEKEL. Yes, there are several districts around the country who have really gone to develop this career advancement as a teacher, and many of those who have show incredibly effective practice, they use them as mentors. As I mentioned before, the first few years that mentoring is really important.

The idea of sending them to their classroom and saying, "Good luck," is just not enough. We need to do more, and one of the reasons that we have seen more districts going to memorandum of understandings—of talking about that, it is a benefit in two ways. Number one, it brings everyone together, management, administration, and the employees and their unions. But there is another reason it is so critical. It becomes policy.

And with the in and out of superintendents and building principals, what you can't do is change directions every 2 to 3 years. You have to develop a comprehensive plan, and then go with it. And what memorandums of understanding do is allow you to keep that going so that one person can't suddenly change the direction. Thank you.

Mrs. BIGGERT. Thank you. I yield back.

Chairman MILLER. Thank you.

Mr. Hare?

Mr. HARE. Thank you, Mr. Chairman. Mr. Van Roekel, congratulations on being president of the NEA. And on Sunday there was a story on CNN that they ran and I almost had to blink—I was blinking twice thinking if I had heard this correctly. It said that they were going to be importing teachers from overseas to fill shortages of qualified math and science teachers in the state of Alabama.

And just I am sitting there wondering I must have heard this incorrectly. But it is clear that we are not doing enough to grow our own, and I would like to hear your thoughts on this issue. I mean has it become really necessary for schools to turn to international

teacher recruitment to fill hard-to-fill spots? I mean, I just found that to be absolutely amazing.

Mr. VAN ROEKEL. One of the things that I think we can do to reverse that trend—I saw an article in the paper and it showed a chart and it had two columns. The first column were those students from low income. The second column were from high income families.

And then they divided into the lowest one-third academic achievement, the middle one-third, and the highest one-third. If you took kids from low income family, in the top one-third of academic achievement they had the same probability of going to college as the lowest one-third of families with money.

But I personally believe in the teaching profession there are many of us who are first generation college graduates in our families. What we see is that many teachers, new teachers are from teacher families. I think one of the things we should focus on is that top one-third of students who come from families where they just don't have the resources to go to college and focus on them.

Many of them are more first generation. They want to go back to their communities and do better, and if we did more things like for students like me, the National Defense Education Act, national defense loans, that if you went to teaching you could dismiss part of your loans.

I think that is a way, in addition to what Congress has done in increasing the Pell Grants and so on, I think we should actively recruit in that group and get them into teaching. I don't think they will just come. I think we have to actively recruit them into the teaching profession.

Mr. HARE. The other problem that I—and just look at the numbers, the dropout rate of teachers is alarming. After 3 years a third of new teacher leave the field. After 5 years half of teachers have left. And you know, this even happened with my daughter.

She is—her whole life, she wanted to be a music teacher, and you know, from grade school to high school to college got her teaching degree and was ready. Taught for 2 years, had 109 students in band.

And I mean she would come over to our house and she would fall asleep. She was just, you know, she says, "I can't keep doing this." And she left after 2 years and she—it is something she wanted to do. And I think had she had a teacher mentor that first year, and I think this mentoring program is incredibly important to be able to give new teachers the opportunity.

And in my district I just kind of—maybe for the panel, but for you, Mr. President, if you could comment on this but it seems to me that the school districts that I have talked to said when you use the mentoring program, and I realize it does cost some money, but if that teacher has somebody with them, that dropout rate drops to practically, you know, it is less than 5 percent.

So I was just wondering what the panel thought of it and Ms. Daniels, in particular you and President Van Roekel, but it just seems to me if we are going to keep the teachers, it is hard enough to recruit them, to go into areas where we need to have them.

And I think we have to give incentives and perhaps loan forgiveness and whatever it is that we need to do. But this mentoring pro-

gram, I think, is tremendously important, and I just wanted to get your thoughts on that.

Mr. VAN ROEKEL. If you asked many teachers who stayed in the system, like me, most of us could name you the person who was our mentor. Most of us could tell you it was so-and-so down the hall who gave us the support that helped us through.

It has only been in the last few years the districts have really stepped up and said let us have a formalized process for this. You know, in other professions—in law you become an associate. They don't just throw you out there. In medicine, you are an intern.

And one of the things that you see happening that really recruit and train teachers for high poverty schools is that they go out and they provide internships for a whole year. So they learn cultural diversity, an understanding of the students that they are going to teach and they have a mentor there. The retention rate goes way up.

So it is those of us, when they didn't have those, we had to find our own. Now we are formalizing those, and you are absolutely right, the better we do that, the better the retention rate. And in any profession when you are recruiting, to lose 30 to 40 or 50 percent, that is ineffective.

You don't want to lose that many. You have already invested all the procedures and time and money to recruit and bring them in. You want them to stay and be successful. That is what you really want. So the better we can do that, and yes it does cost money, but I believe it is worth it in the long run.

Mr. HARE. Ms. Daniels, I know my time is up, but I just wanted to get maybe a thought from you on that?

Ms. DANIELS. Honestly, of the 40 percent of the new staff we hired I would say 80 percent were brand new staff. Brand new, they had only taught 1 to 3 years and it is the support of the teacher mentors that were with them along the way, as well as the administration, to support them.

I will not fabricate a story and tell you that the road was not rough because it was. However, the mentors supporting, the administrators supporting, constantly checking in and it is a systematic approach to how we check in and we use rubrics and et cetera, we were able to retain, again, all of our new staff.

And coming into this year we only laid off one new teacher and we were able to retain all the new staff that we had recruited.

Mr. HARE. Thank you, Mr. Chairman.

Ms. MURRAY. Yes, definitely early mentoring is critical to inducting teachers into their profession well. Teachers in their first few years of teaching are not very strong in their craft. They sometimes feel isolated in our schools, and if they don't have support we lose far too many of them.

And we know, particularly with the distribution of teachers being lopsided so that poor schools get more than their fair share of inexperienced teachers, if we can't bring them along quickly then this cycle of turnover keeps happening over and over and over again, and we can't tolerate that.

And one thing that, you know, we already have federal law that says we are not going to tolerate this mal-distribution of teachers so that inexperienced teachers end up in our poorer schools. It is

not right and we need regulations to enforce that, I believe, so that it can't continue.

And that we do have good mentoring programs and that we do have the ability to see that the distribution is a fair one and make sure that our poorest kids get the best teachers we can give them.

Mr. HARE. Thank you, Doctor.

Chairman MILLER. Thank you.

Mr. Kildee?

Mr. KILDEE. Thank you, Mr. Chairman. President Van Roekel, it was 55 years ago this month, I just figured it out, that I began teaching, and I can recall my mentor, Jack Howell at Flint Central High School. And he played an enormous role in my formation as a teacher.

I can't think of anyone even at the university I attended at played a role as important as his, so I really do believe that enhancing this role of a mentor at a school is extremely important, one that you are interested in, the school board is interested in and we are interested in, and I think we should see how we can enhance that role because that is where the real growth of teachers took place. That is where my growth took place at Flint Central High School.

Can you—I was pleased that you emphasized the importance of building a collaborative workplace culture in our schools. I know from my own experience that teaching is a group effort, and we must continue to encourage that. Could you provide the committee with some guidance on how to preserve that collaborative culture as we focus on improving the effectiveness of each teacher?

Mr. VAN ROEKEL. In the last 25 years, as I look at all the things I experienced and saw and read about, following "Nation at Risk" in April of 1983, which was another big push for ed reform, the one common thing that I believe is just always there, that the necessary component is that collaboration between management, the government entity and the employees in their union.

If you don't have that it just can't happen and no two can bypass the third, and no one can do it by itself. So that is the necessary but not sufficient part. They have to reach out to parents in the community. So when that happens, you have an opportunity. Where it exemplifies itself in terms of the effectiveness of teachers is because it brings them all together to a common purpose.

They don't argue about activities and tactics because they have agreed upon a common purpose of what they want to achieve for every single student. It is exciting when you see that happen; Syracuse, New York, with the Say Yes Foundation. Say Yes Foundation had done four pilots, Philadelphia, Harlem, Hartford, Connecticut, one other one.

Then they went to Syracuse, New York and they are doing it for an entire district, 22,000 students, and they are all working together. They developed memorandums of understanding, the budget of the mayor is involved, the county social services is involved. Everyone is involved in removing any obstacle that stops a student.

And for the kids in the community they are saying if you qualify for college—this is no free ride—if you qualify we guarantee tuition, books and fees. Not room and board, but tuition, books and

fees. So that every single student in that entire community, if you work hard and you do well you have got an opportunity.

And their goal isn't to get them to college. It is to graduate from college. There is an example of a system-wide project.

In Connecticut, through Compact, which is again, is a coalition of all the ones I mentioned plus the University of Connecticut, the NEA, college of education, they are all working together in eight of the lowest performing schools in Connecticut.

So I think we need to watch very carefully the places where they are finding ways to collaborate, ensure the effectiveness of a teacher, remove obstacles from students, combine the resources of all these different entities and make it happen.

In Syracuse they believe within 10 years it will be cost neutral, meaning that the additional resources from the foundation. Wouldn't it be wonderful if the government provided that for every school district to build this collaborative effort to turn it around for every student in America?

Mr. KILDEE. Where I taught at Flint Central, we had a collaborative culture. It had been there for years and we shared ideas. We would have regular meetings but even in the faculty lounge share ideas, and this culture of collaboration was important.

And what I worry about is that if we make teachers individually competitive within a building that perhaps that would be a lessening of that collaboration. Could you have any comment on that?

Mr. VAN ROEKEL. I totally agree with you, Representative. It must be a collegial effort. They must care about every student in the building and work together. It is really hard to differentiate what the effect one person has, but if you do it collectively. You know, when they talk about effective teachers and not effective teachers I always wonder about myself.

I think if you chose any one of my classrooms over all those years and over 3,000 students, any one group of students, I think you would find someone in there who said I was the best math teacher they ever had. And I think you would find someone who didn't like me at all. So I don't know whether I was good in that particular classroom.

I would hope that the majority and by measures that I was an effective teacher, but I know not for every single one. And those that I didn't have the way of reaching I know it was through cooperative work and collaboration with others that we found a way to reach the student. Not just Dennis reaching this math student, but us as a faculty reaching that student. So collaboration, I believe, is the key.

Chairman MILLER. Ms. Titus?

Mr. KILDEE. All right, Mr. President. Thank you very much.

Ms. TITUS. Thank you, Mr. Chairman. I wanted to address this question to President Van Roekel and Dr. Murray. I would like to go back to the topic of measuring teacher evaluation, but I want to focus specifically on the Race to the Top grants because of the problems that are created for a couple of states, several states, including Nevada, that they would be precluded from applying for Race to the Top grants because there is a state law in place that prohibits using test scores in teacher evaluations.

Now, in Nevada that law is not just an accident. It came after a lot of consideration and we know that from one of the big criticisms of No Child Left Behind is trying to measure teacher effectiveness based just on a snapshot. There is a lot more to teaching than just one test score and children come from a lot of different backgrounds with a lot of different resources. And so it is not a real fair or accurate reflection.

Also, I think that there is a problem that if you use just standardized test scores to measure teacher effectiveness that is going to be a disincentive for teachers to teach, say, children who have special needs or children with English as a second language or children in these low income schools that you were talking about.

So do you have some reservations about that and is there some way we can address that so Nevada and other states can get back in the mix because we have given this a lot of thought?

Ms. MURRAY. Yes. You know, I think evaluating student growth based on teacher performance is at the essence of what value added means. It is not a single test score, but it is a recognition that growing student learning is what we are all about and effective teachers do that well.

We have to figure out how to measure that better than we do now. It shouldn't be a single test score. But the work is necessary. We can't have barriers to that work written into state law. We have it in California right now and that is wrong. It is wrong because we will never get to understanding what really makes effective teachers in the classrooms and particularly in our lowest performing schools until we can have value added models.

And until we can we need to look at what we know about effective teachers and build that into our evaluation systems. You know, if a student has three teachers in a row who are poor teachers, ineffective teachers, they can go from right on level to way behind, way behind. The research is clear about that.

And for a student who has three effective teachers in a row, they soar in their educational attainment. So it is so important to tie student learning to teacher performance and we have to figure out as a nation and state by state how to do that and we have to tear down the barriers that prohibit that right now.

Mr. VAN ROEKEL. I totally agree with you about the over-emphasis and importance of a single test. But I think the challenge to us is, as Dr. Murray mentioned, over time building your effectiveness as a teacher, and part of that is getting feedback and doing the analysis of the data.

Right now the way the system is it doesn't make any sense in the world, so I test all of my students and then next year I get the results for those students but I have a totally different group in front of me now.

In the first run of the guidelines for Race to the Top, they had what was called quick time that—and teachers ought to have the results within 72 hours. See, then you have the possibility of instructing your practice.

My teacher-made tests and quizzes did that. If I gave a quiz on the first three sections and most of my class failed, I needed to figure out a way to do that differently. Obviously, the way I chose to

teach it didn't work so what is a different way to make sure they understand it?

So if we are moving to a larger scale testing it still has to have that its purpose ought to be to inform instruction to make me better, so that over time I build my practice.

One of the reasons I talk about national board certification so much is because that is what they force you to do, to look at your practice. What was it you were trying to accomplish? How do you know whether the students learned it, and what will you do differently if they haven't learned it?

It is a focus on the practice of always being better at what you do. And I think that is why teachers believe it is such a powerful professional development exercise. It is focusing on data analysis and just one point on that.

As a math teacher I always used to stress to my math students the difference between high correlation and cause and effect. Too often we confuse those. So for example, I could probably show you that over 90 percent of every person in a car accident for the last 10 years had a cavity or a filling in their mouth, but did it cause the accident?

So there is a high correlation, almost one to one, but it did not cause it. So in education we have to be very careful in our analysis to separate factors that have high correlation but are in no way connected in cause and effect. And over—ineffectiveness of a teacher that plays a very important role.

Ms. TITUS. I agree and I appreciate that lecture on spurious nature of relationships, but still, how would you then encourage good teachers to go into the most needy classrooms if in places where they use simply a measure of test scores as a way of evaluating teachers?

And that will often be the case because that is the easiest thing to do and what legislators tend to do. How are you going to argue that they should take that chance that their students won't score well unless we are going to really revamp the No Child Left Behind?

Chairman MILLER. You are going to have to argue it off the record. [Laughter.]

Because we are going to move on to—we are running out of time, sorry. I would hope that you would answer the question of Ms. Titus for the record, but Ms. Woolsey is next.

Ms. WOOLSEY. Thank you, Mr. Chairman, and thank you witnesses. This has been great. We are looking at the teaching profession today as a real profession and it feels wonderful. We are looking at educating the educators, both existing educators and future educators.

We are looking at recruitment and selection, not of getting these teachers into the spot that fits them best, but also where they are needed the most and works the best for the hiring district or school.

We are looking at what the support and assistance—what is needed for these new teachers or teachers that may be flailing at some point along the way, and possibly mentoring being a great way to do that. And then what I thought was going to be the center

of all of this, but it isn't, and I am so relieved, we are looking at how we evaluate educators.

And what is effective, what isn't? And making these evaluation systems fair and objective is, of course, number—one of our number one priorities that can be trusted by the evaluatee and the evaluator, and what you do with that evaluation.

What new assistance is necessary if you find you have got a teacher that—with the right tools, with the right mentoring could come along and be the educator you want that person to be.

This is so complete today that this it is really wonderful. Something that is missing for me today, though, is what about what are we doing—what do you think—

Chairman MILLER. Let the record show we are here to make your day, so let us know what it is.

Ms. WOOLSEY. Thank you, George. You usually do that for me. I appreciate that very much. You are my chairman and you take care of me in that regard.

What are we doing to help—well, Ms. Avila, you talk about teachers as widgets. I talk about students as widgets. What are we doing to prepare these students so that when they enter the classroom they are ready to learn? Are we doing enough so that teachers aren't the first step in getting broken widgets back together?

I will start with you, Ms. Avila. Yes.

Ms. AVILA. I am—you are asking what are we doing to ensure that children are ready to enter school?

Ms. WOOLSEY. They are ready to learn when they enter the classroom.

Ms. AVILA. Yes. Well, I can tell you that we definitely are focused on entering and providing the right kind of training for our teachers because the reality is in the areas where our teachers teach a lot of our kids are not ready because they haven't done preschool and they haven't done all the things that a lot of parents who have had the opportunity to go to college often do with their kids, like reading to them at home for example.

And so we ensure that, you know, it is important for teachers to understand what our kids come with and what they don't, and that that understanding allows them to both figure out what it is that they have to do in the classroom, but also how to create partnerships with parents because I think I heard other people say this.

You know, it is possible to teach kids at high levels if you have parents who are not involved. I didn't have a very involved parent, but it is a lot harder to do so, and so they really are partners. They were partners to me when I was a teacher.

Ms. WOOLSEY. Well, shouldn't this be happening before they enter, I mean, what is there—should our society be doing something prior to their entering the classroom, Dr. Murray?

Ms. MURRAY. Definitely we can do much more to prepare students before they get to kindergarten to be able learners, and certainly quality preschool, universal preschool is a goal that I think we should set.

Kids need solid preschool experiences that relate to success in school so that the standards that we have in kindergarten back down and build readiness in children.

Having said that, though, what happens too often is that students come to our schools, particularly our highest poverty schools, a little bit behind, just a little bit behind. And we structure our schools so that over time they get way behind.

They get less of everything that matters the most, quality teachers, the best teachers we can give them, the most resources that we can give them and the highest expectations we can hold for them.

So the gap in achievement gets wider and wider and wider, so we have got to deal with that. Not just that they are a little behind because that is doable in kindergarten. It is doable in first grade. It is when we allow our systems to promulgate this practice that we give them less. We give them the least experienced teachers that it gets to be a problem beyond management.

Chairman MILLER. Okay.

Mr. Tierney?

Mr. TIERNEY. Thank you, Mr. Chairman.

Thank you members of the panel for your testimony and the enlightenment today, let me ask a question here. What should we do with respect to the student teacher situation that we have now?

A lot of people say that 8 weeks full time isn't really working the way it should and others are suggesting something like a longer period of time and maybe stipends to help those people that need to be working during that period of time. Is that something that anybody has a strong disagreement with on the panel?

No. Ms. Avila?

Ms. AVILA. I—

Mr. TIERNEY. Avila?

Ms. AVILA [continuing]. While the New Teacher Project certainly focuses on one particular pipeline which is the career changers, people who are coming from nontraditional backgrounds, we are strong advocates in ensuring that every school district has multiple pipelines.

So the student teachers are definitely one of them. I think that one of the things that one of our partner school districts has done with regard to student teachers is that they have had really open and honest communications with the local colleges and universities about what they expect from their student teachers. They want to get student teachers who actually are in their critical shortage areas.

A lot of the student teacher programs produce a lot of elementary school teachers, a lot of high school teachers who teach history, which is great but that is actually not where the need is. So the school district is actually prioritizing the hiring of student teachers and they will say to the college or university we will hire your teachers but you need to give us more of what we actually need.

In addition to that, they actually are, you know, the district has a very important asset, which is that they have these classrooms where these student teachers can actually get a good sense of what it is like to teach.

But they often don't use them, so they allow students teachers to come into their classroom, but they don't actually track how many of those student teachers become teachers in the school system.

And that is one of the things that school districts on their own can do better, in addition to ensuring that colleges and universities are producing teachers that school districts actually need.

Mr. TIERNEY. Thank you. Do you—didn't you want to make a comment as well?

Ms. ROZA. I work at a college of education—

Mr. TIERNEY. Right.

Ms. ROZA [continuing]. And colleges of education make a lot of money off of both teacher candidates and also teachers who come back and return and get a master's degree, and quite often, and I have written about this, the data are not there to map toward the, you know, the people who graduate from these programs back into their success in the classrooms either on kind of the induction side or on when they return and get a master's degree.

So we obviously needed to figure out whether or not we are going to divert cash for these things in this particular way, and certainly if we are we have got to go get the data to check to make sure that this program is actually producing results in classrooms and this one is not, and make sure that the money follows those programs.

Mr. TIERNEY. Thank you. Okay, I am looking—nobody else seems to want to comment on that. The other point that I wanted to ask about was we were talking a lot about trying to give teachers incentives to go to areas that are difficult. We have seen a lot of research lately about the fact that poverty, or children in poverty do well if they go to a middle class school.

So what ideas might there be out there for people who are thinking of giving incentives for middle class schools to invite in some of the children from areas that suffer a lot more poverty, whether it is magnet schools or whether it is giving them some subsidy to move in that direction?

Sir?

Mr. VAN ROEKEL. Representative, one of the strategies we have in our report is about improving the working and learning conditions, and one of the commitments we made is this coming year we are going to survey another 1,000 of these high-needs schools and the faculty. Say what is it about the conditions there that need to change?

We believe that that is one of the focuses that has to be there. It is not just bringing in different people and it is going to change. What is going to happen is changing that whole environment of that school and what is it that needs to be done? And we are going to focus on that in this coming year.

Mr. TIERNEY. Okay. There is already a whole body of work out there, I am sure you are aware of?

Mr. VAN ROEKEL. Absolutely.

Mr. TIERNEY. Okay.

Ms. MURRAY. I—and—

Mr. TIERNEY. Oh, I am sorry. We can go either one.

Ms. Murray, first if you want and then the doctor after that.

Ms. MURRAY. Yes. In my experience the reason why poor kids do better in school that serve more middle and high income kids is because the expectations are higher and that that impacts learning.

And what we need to do is not to think of that as a cause of their higher achievement is because they move to a middle class school,

but how do we create those same high expectations in schools and neighborhoods where you serve a lot of poor kids. Because I have been through desegregation orders in Florida and California, and just moving kids is not the ultimate solution to making America's schools better.

We have got to get high expectations in our schools in poor neighborhoods. We need to involve the parents and that is where you can involve them, right in their own neighborhoods. And we need to make sure that the children in those schools get the best teachers we can get them.

Mr. TIERNEY. If you have examples of how you would raise that expectation level out there would you share them with the committee so—I am sure that we would like to see what they contain?

Ms. MURRAY. Right. Part of it is, of course, professional development and giving teachers the tools. I really believe, frankly, that teachers have low expectations because in a way they are afraid they can't do the job. They are not convinced that they have the tools to bring students way—advance them significantly in their learning.

And the culture of the school tends to gravitate toward those lower expectations and we need to work on that, school by school, faculty by faculty, to help them see success with students that perhaps they believed couldn't do much.

We need to elevate the quality of work that we give to kids when we teach to a standard. What we find in our research is that—

Chairman MILLER. We are going to ask you to wrap up, please.

Ms. MURRAY. Oh, okay.

Chairman MILLER. I am worried that we are going to run out of time.

Ms. MURRAY. High poverty, low poverty schools, kids get less expected of them. They are asked to do less. We have got to ask them to do as much in a poor school as we do in a more affluent school.

Chairman MILLER. And I misspoke in our line up here.

It is Ms. Chu and then Mrs. Davis.

Yes?

Ms. CHU. Well, Race to the Top thus far is predicating funding on a system whereby teacher evaluations would be based on student test scores, and this is a problem for California in that California has a law prohibiting such a thing.

So Mr. Van Roekel, you are saying that teacher evaluations should be based on multiple criteria and you have talked about the national board certification as an essential tool for improving teacher quality. What I wanted to know was how this would work operationally in helping our high-needs schools?

Mr. VAN ROEKEL. What we believe is that developing an effective evaluation system that is tied to professional development system is one of the most important ways of changing what is happening in high poverty schools. It has got to be a cultural collaboration where they are looking at those schools and changing the experience of students.

And I believe that they have to do that together. Student testing can be part of assessing the effectiveness of the school, but it just can't be the only measure. Where we have thought it was what we

stated that we were opposed to is that a single test be used as the only measure.

But on the Race to the Top, we have really appreciated the access and the opportunity to comment on that. I think they got over 1,200 comments on the proposed regulations and those will be out sometime in October. So what we are hopeful of is that as they listen to this input they find a way of creating a little more flexibility so that districts can determine how they believe best to do that.

Some of the examples I cited earlier, those communities got together, administration, government entity, employees in the school district who said what do we need to do to change what is happening to students, and I believe that is part of the success.

Ms. CHU. I am assuming that you would want more teachers with national board certification to be at the high-needs schools?

Mr. VAN ROEKEL. Yes, that would be one of the things. The other thing we have to determine is what are the indicators of student learning? It is more than a test. Maybe it is showing examples of student work. Maybe it is building portfolios, but how do you measure the evidence of student learning? That has got to be part of the evaluation of any school district.

Ms. CHU. And you are saying that thus far it is incomplete in terms of how that is measured?

Mr. VAN ROEKEL. I think it can be done within those guidelines depending on how they are tweaked from the first version to the last. We will have to wait and see how much flexibility is given to school districts in order to create that circumstance.

Ms. CHU. Dr. Roza, your research showed that once teachers gained seniority and experience they tend to transfer from the most challenging schools with high poverty and minority students to more affluent schools, and in addition you report that there are fewer applicants for open positions at these challenging schools.

It is rather stark data. And I was intrigued by your last sentence in your report saying, "that there are many remedies that districts could pursue and some are practiced in a few districts but local politics serve as a formidable barrier in those." Could you explain that? In particular, the things that are in practice in a few districts?

Ms. ROZA. So it is districts because we have even heard today some of the different strategies at play in districts that are trying to build up teacher quality in the schools that need it the most. There are school districts that are offering incentives to go to the schools where they have traditionally had a hard time attracting students.

There is some school districts where they have built that into their salary schedule, and there are school districts that have moved toward a student-based funding system so rather than fund a teacher and then the teacher takes that money with them to whatever school that they go to, then there are schools that are saying here you have this many kids with this many needs and you get this amount of money. Now go hire your teachers and use the leftover money that you have saved because you can't hire anybody but really junior teachers for something else.

So there are all those kind of strategies are out there at play, and I think that is the thing that we heard here today. We are at

the level of the federal government, 90 percent of the money for education or so comes from state and local revenue sources. So to think of all these remedies as things that the federal government can pay for it is hard to really get our hands around.

But at the same time there is that 10 percent of the money or so that comes from the federal government which is a lot of leverage, and if that leverage could be used toward equalizing spending in districts with the local and state money, then some of these remedies would start to surface around, I think.

Ms. CHU. Thank you.

Chairman MILLER. Thank you. I just use the prerogative of the chair here. There is nothing in the Race to the Top that says that you have to agree that a test will be the sole factor?

Mr. VAN ROEKEL. That is correct.

Chairman MILLER [continuing]. Of determination. So let us clear the air on that because we keep throwing it out, and I appreciate the attractiveness of it. It is simply not the fact. There wasn't anything in the discussion draft. There is nothing in the TEACH Act because when we negotiated all that we understood there had to be multiple factors.

But if, you know, if you keep sending a lawyer to court if you never ask whether or not they win any cases the law firm might want to know. Now, there is a lot of ways to judge lawyers. Are they good negotiators? Are they talented? Are they good arguers on this? They may handle part of the case, the whole case, the rest of that, but at some point you want to know what is going on out there day in and day out.

And I think that it is a real disservice to the administration because the Secretary obviously is taking that argument and trying to broaden that discussion. But the idea that you would never be able to connect student performance and teacher performance, there is no other system in the world that would do that with their employees. Just wouldn't do it. We don't do it in our offices. They don't do it anywhere else.

So I think we ought to clear the air. That is not the challenge that the California state legislature has. Quite—the challenge for the California is whether it will ever be able to be used because that is what the prohibition is.

Mrs. Davis?

Mrs. DAVIS. Thank you all for being here. Thank you, Mr. Chairman, for bringing that up as well. I wanted to follow up a little bit more, but I just wanted to let you know, and especially to Mr. Van Roekel, I am really pleased to hear all that you said about national board certification, not because it is the panacea and it is going to change the world, but because I think that it does provide, just as you said, a rigorous assessment and a tool for teachers to identify their own teaching strategies.

What do you—we also talked about evaluations a great deal and it was interesting to me. I think to see in this, Ms. Avila, I mean the word is perfunctory. Those of us in California know the STOL bill. I—when think the first legislation that I did when I went to the state legislature in 1994 was around evaluations.

And it is a critical, critical area. I am a little concerned because you said, you know, I think our role and it was asked earlier, Ms.

Hirono asked about what is the federal role in this? And I would agree. I mean, we are not micromanaging this but on the other hand the research and development part of it, I don't know if that is enough.

I mean I am just trying to figure out, you know, I am going to think about pushing you a little bit more on that and the tie-in then to Race to the Top, and again, a lot of feelings about that out there.

What is it about the reinvestment dollars right now that we can look at and build on and do something because there is this urgency right now? Is there something that you see that is really primary to be able to look at perhaps even it is using that in some way?

Maybe we are going to change some attitudes because of some of the ways that some of these dollars are going to be really surfacing is—that would be helpful.

My other question, just briefly, and I don't expect a long answer on this, and I think it has been said a number of times—school leadership is so critical here, and I worry that we miss the boat a little bit on that.

Again, what can we do in terms of federal legislation to bring any great program to scale in terms of school leadership, but clearly there are some things that we probably can do. So I want you to talk—whoever would like to take that, a little bit more on pushing the R&D piece in terms of federal, tying it to Race to the Top in any way that you see, and also what really can be done to address school leadership?

Mr. VAN ROEKEL. I will take one small piece of your question about when you asked about what about Race to the Top could really change? I think the focus on these lowest performing schools and what do we do. We cannot tolerate what currently exists. What is the new model that we are going to create, 50 percent in urban, 20 percent in suburban and 30 percent in rural? We have got to find that.

And I think Race to the Top, I am so excited about the opportunity and the resources to really tackle that and I think that is a very positive impact of the legislation.

Ms. ROZA. I would just add that I know Race to the Top is very present in everyone's mind, but in No Child Left Behind and Title I there is a provision called comparability, which has been around for a long time which has asked that before you accept federal money you equalize your state and local funds, which if we did—if there wasn't a loophole in it and it actually worked, then I think districts would have to go address some major changes.

It would be kind of the levers they need to overcome the local politics to really go in and do something and hopefully with teacher effectiveness being on the forefront of everyone's minds, that is how they would go about reallocating their money. But there is some leverage there as well.

Ms. MURRAY. And to add to that I think, you know, as I said before, we need federal regulations with some teeth in them that say that we will honor what has already written into NCLB and ARRA, that there will not be a distribution of teachers that gives the poor-

est kids the least effective teachers. We can—it is in law. We can enforce that through good federal regulation.

Ms. AVILA. I would add that the work that the federal government is doing right now to provide cover to various states across this country, around insisting that any teacher evaluation has to include a component around student growth is absolutely right on target. We can't talk about moving teachers from one school to another to increase effectiveness when we don't even know who our effective teachers are.

And you know, we talked a lot about retention. We don't even know if we are retaining the best teachers. There is no way of knowing that and so this move around ensuring that any evaluation has to include student outcomes is right on target because if you look at the research out there there is a very small correlation between having a master's degree, for example, and your impact on student growth.

Very small correlation on how selective the program is that you came in through, but there is a huge correlation between how you have performed in the past and how you will perform in the future. And we can't ignore that if we are looking at identifying our most effective teachers.

And I think that I agree with a lot of what people said here today, is that we are not talking about one test because actually what we have found in our research is that principals are very good at identifying highly-effective from ineffective teachers, and so we think that it should include a formula of student growth, perhaps principal evaluations.

Perhaps external evaluators, perhaps portfolio assessment, but you have to have student growth in there because it is the largest predictor of whether or not you actually will be effective in the future.

Mr. POLIS. Thank you, Mr. Chairman.

My first question is for Ms. Avila. I strongly agree with your statement that the widget effect reports that, "The core purpose of evaluation must be maximizing teacher growth and effectiveness, not just documenting poor performance as a prelude to this missile."

And yet your survey found that three out of four teachers didn't find any meaningful feedback to improve their performance, and less than half the teachers who received feedback were provided with useful support to improve, similar to if you look, for instance, whether teachers find testing useful.

One of the purposes of testing, certainly not the only purpose, should be to inform classroom practices and frequently thought—we find a lot might succeed in other areas, fall short in that area.

Can you explain how a credible and rigorous evaluation system could be used better to help teachers improve their effectiveness as professionals, and how it can enable excellent teachers to also assist more novice teachers to grow?

Ms. AVILA. In terms of how you use evaluations, you really need to make sure that whatever your evaluation tool, and we actually think that, you know, the tool is actually not as important as how faithfully it is implemented. There are some things that you abso-

lutely do need a tool for. For example, you need a pretty large scale.

In some of the districts that we studied you had either you are meeting expectations or not meeting expectations. That kind of system doesn't work to identify where teachers really need help. You need to be able to ensure that whatever it is that you are including in your evaluation, and this should be definitely be around student outcomes in terms of what do you see in the classroom?

What is happening in the classroom that students are doing and less so on teacher inputs, like, do you have a lesson plan for example? So you want to make sure that whatever it is the evaluation shows is actually tied to professional development. So you will find that unlike what we tell teachers where we say you have to differentiate your instruction because not every learner is the same, we actually don't do that for our own teachers.

We offer everyone the exact same professional development, so you have teachers who are really good at classroom management. That is not where they struggle, but they are required by a school district to go to a professional development session when you are learning about classroom management.

Where you have teachers who are struggling particularly with how to educate English language learners, but they are required to go to a professional development session on something that is completely unrelated or that they are not struggling with.

So that is one of the key things that you have to make sure that the data that you get from the evaluation is informing the professional development. And I have to say, our school districts spend millions and millions of dollars on development but it is not tied to the evaluation.

Mr. POLIS. Have you seen this? Are there any instances where you can point to this being done well?

Ms. AVILA. Not yet.

Mr. POLIS. Thank you.

Dr. Murray, clearly the system to improve classroom instruction is broken and I applaud the efforts to improve it. This year, Colorado was one of 21 states that adopted a teacher identifier approach, but as you pointed out, developing these longitudinal data systems that link teachers to student growth will take some time to design, some time to implement the correct strategies.

And I certainly agree in the meantime we need to enforce the requirements, continue NCLB and ARRA that low income students not be taught by out-of-field and inexperienced or uncertified teachers, but my question is what else can be done in the short and medium term, both to shed light on the inequity, including increasing transparency or beginning to address it while we work to implement a fix that might take years to be fully implemented?

Ms. MURRAY. Yes. That is one of the things that my organization focuses on dearly, is trying to make transparent the inequities and to shout as loud as we can that this is not tolerable in the short term. In our state work in California that is our primary focus is the gap, achievement gap and how do we close it and how do we get the best teachers that we have in front of the teachers who need them the most?

So in the short run, I think there we need to build the groundswell for doing this work, for making sure that the public understands. We do a lot of community building around these issues so that there are pressure points on districts to make the changes that are necessary.

I think we need to continue to do that. We need to let people know that this is wrong, that we can't tolerate this and every way we can expose the fact that district after district are allowing the least experienced, least credentialed teachers to teach in the schools where students need them the most.

Mr. POLIS. Thank you.

Does anybody else care to add to either of those questions?

Thank you. I yield back, Mr. Chairman.

Chairman MILLER. Let me thank all the panelists. Do you have anything else?

Mr. KLINE. Could I take 30 seconds?

Chairman MILLER. Yes. Mr. Kline, excuse me.

Mr. KLINE. Yes. Thank you very much, Mr. Chairman. Again, I want to thank all the panelists that we have a lot of witnesses that come before this committee and other committees. This is truly one of the best. A tremendous level of experience and we are better for it, so I want to thank you for that.

It is amazing how much agreement that there was here in amongst the witnesses that we need to identify these inequities, make sure we have a way of doing it, making sure that the pay is recorded appropriately. You know, make sure that we have some meaningful way of evaluating these teachers.

It doesn't do you any good to have a system of getting highly-effective teachers in the school if you don't even know who they are, and then making sure we have a way of identifying and removing the barriers that is keeping that from happening.

I think all of you did a fantastic job of helping us today, and I would just, again, I want to congratulate you and thank you.

And I yield back.

Chairman MILLER. I thank the gentleman, and I want to associate myself with his remarks. We have had a number of comments from members of the committee about this panel and thank you. I think we have developed a great cross section here. And I think all of us believe that the success in reauthorization, the success in Race to the Top on the other side is going to be about teachers, and I welcome that national focus and discussion.

But there are critical decisions that have to be made here. I am working on the firm basis that a young person entering the teaching profession today wants a workplace that looks a lot like their friends' workplace, where people are rewarded for their time, their talent, their expertise, their additional learning, the responsibilities that they take.

And if they are they will take more responsibility. They will share their talents. They will spend more time on task, and I think that is what it is and that is not happening today in most settings.

And I think that those are barriers and we have got to sort those out. We have got to sort them out. Mr. Van Roekel has made it very clear, and I think everybody on this subject matter has made

it very clear, you don't do this to somebody. It has to be done with somebody. That is the watchword that is imposed here.

But it is also quite stunning that we are still discussion this topic at this level of engagement in 2009 because this has not been a subject—we have surveyed the teachers why they leave, lack of—it is not pay. Lack of professional development, isolationism, unable to associate with their peers, I mean, it goes on and on and on, so that this is not a mystery.

It may be a mystery how to fix it. I don't think so but the fact that it exists and the fact that the children in poor and minority communities are being harmed in a disproportionate fashion also is well documented and it is our role if Title I is to speak to the needs of that community, it is our roles to sort this out prior to re-authorization.

So thank you very much for your participation. The committee is going to commit some additional hearing days to this subject, and we look forward to continuing this discussion. Thank you very much.

With that, the committee will stand adjourned.

[Questions submitted for the record and their responses follow:]

[VIA FACSIMILE],
U.S. CONGRESS,

Washington, DC, October 13, 2009.

Ms. LAYLA AVILA, *Vice President of the Teaching Fellows Programs, The New Teacher Project, 186 Joralemon Street, Suite 300, Brooklyn, NY 11201.*

DEAR MS. AVILA: Thank you for testifying at the Committee on Education and Labor's hearing on, "Teacher Equity: Effective Teachers for All Children," on September 30th, 2009.

Representative Cathy McMorris-Rogers (R-WA) has asked that you respond in writing to the following questions:

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

Do special needs students excel under the supervision of teachers with years of experience or rather do they succeed under a program that can improve the quality of education, despite a lack of experience? What role do resources, both monetary and non-monetary, play in improving the quality of classroom instruction, particularly for special needs students? For example, to what extent have states and school districts utilized the Teacher Incentive Fund Act or Race to the Top established in the stimulus package for special needs students? Are they even able to access funds?

What additional incentives are necessary to encourage teachers to enter teaching field for special needs students?

2. Last session, Congress passed the Higher Education Opportunity Act. I worked with my colleagues to see that language was added that would allow school districts to recruit content specialists from among mid-career professionals with expertise in math, science, and critical foreign languages. This amendment is consistent with the idea that effective teaching does not necessarily come from years of teaching but from practical or real world experiences. With our students falling below many other nations, especially in the fields of math and science, I would like to know from our witnesses what is being done at the local level to recruit these specialists? Has the Department of Education offered guidance or promulgated regulations to school districts on how to recruit?

Please send an electronic version of your written response to the questions to the Committee by close of business on 10/21/09. If you have any questions, please do not hesitate to contact the Committee.

Sincerely,

GEORGE MILLER, *Chairman.*

Ms. Avila's Responses to Questions Submitted for the Record

Thank you for the opportunity to respond to your questions regarding The New Teacher Project's testimony at the Committee on Education and Labor's September 30th hearing on, "Teacher Equity: Effective Teachers for All Children." Please contact us should you require any additional information.

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

Do special needs students excel under the supervision of teachers with years of experience or rather do they succeed under a program that can improve the quality of education, despite a lack of experience? What role do resources, both monetary and non-monetary, play in improving the quality of classroom instruction, particularly for special needs students? For example, to what extent have states and school districts utilized the Teacher Incentive Fund Act or Race to the Top established in the stimulus package for special needs students? Are they even able to access funds?

What additional incentives are necessary to encourage teachers to enter teaching field for special needs students?

Ensuring that special needs students receive a quality education is critically important and integral to the larger effort of closing the achievement gap. Special needs and learning disabled students are about twice as likely as other students to drop out of high school, and are less likely to be taught by qualified teachers. Urban and rural school districts, in particular, commonly struggle to attract and retain effective teachers for special education classrooms.

We believe that if they are rigorously selected and trained, new teachers are fully capable of having a positive impact on special education students regardless of their prior experience in the classroom. While the research on teacher effectiveness in special education settings is limited, our experience recruiting and training new teachers for high-poverty schools nationwide suggests that many individuals share a desire to work with special needs students and can be effective despite a lack of experience or a traditional education background. Our work in New York City provides a good case study.

Operated in partnership with the NYC Department of Education, our NYC Teaching Fellows program recruits, selects and trains accomplished career changers and talented recent graduates to teach in the city's highest-need schools. In 2009, it accepted just 9 percent of all applicants. The program is the largest urban alternate route to teacher certification in the country, and has supplied over 9,000 teachers to 1,100 schools. It is the single largest supplier of new teachers for math, science and special education classrooms in New York City.

There are approximately 3,400 NYC Teaching Fellows working in special education classrooms today. They make up almost a quarter (23%) of all active special education teachers in the city's public schools, and more than a third (38%) of all bilingual special education teachers.

Every year, we ask principals how effective Teaching Fellows in their schools were at helping students progress towards their Individual Education Plan (IEP) goals. In this year's survey, 87 percent of principals somewhat agreed, agreed or strongly agreed that the Fellows in their schools were effective in this respect.

New Fellows themselves also indicate that their training prepares them to be effective. In survey responses this year, Fellows preparing to enter classrooms for the first time expressed confidence in their ability to have an impact; 92 percent said they felt prepared to be effective as a first-year teacher despite the intensive nature of their pre-service training.

It is also noteworthy that Teaching Fellows assigned to special education classrooms have higher retention rates than Fellows teaching other subject areas and exceed national estimates for new teacher retention in urban schools. On average, 69 percent of all teachers in urban schools begin a third year teaching; in comparison, special education Teaching Fellows enter their third year at a rate of 81 percent.

In sum, the NYC Teaching Fellows program is helping New York City public schools meet their needs for special education teachers with dedicated individuals who feel well-prepared, are effective according to their principals, and stay in the classroom—and doing this at a scale of hundreds of teachers per year.

We believe that our experience in New York City and elsewhere shows that encouraging talented people to become special education teachers may have less to do with creating additional incentives and more to do with removing disincentives and policy barriers. In some states, for example, teachers must complete substantial additional coursework or costly tests in order to be certified to teach special education. While we strongly believe that all teachers need to be selected according to high

standards and rigorous training, these additional requirements are generally not correlated to increases in student achievement, and the cost and time associated with completing them may discourage strong candidates from entering the field. States should reduce such barriers where possible and focus their efforts on ensuring that all teachers, including special education teachers, are held to high standards of instructional effectiveness as measured by student growth and academic progress.

2. Last session, Congress passed the Higher Education Opportunity Act. I worked with my colleagues to see that language was added that would allow school districts to recruit content specialists from among mid-career professionals with expertise in math, science, and critical foreign languages. This amendment is consistent with the idea that effective teaching does not necessarily come from years of teaching but from practical or real world experiences. With our students falling below many other nations, especially in the fields of math and science, I would like to know from our witnesses what is being done at the local level to recruit these specialists? Has the Department of Education offered guidance or promulgated regulations to school districts on how to recruit?

One of the ways that the U.S. Department of Education has effectively supported state and school district efforts to attract mid-career professionals to teaching is through the Transition to Teaching grant program. This critical program focuses specifically on serving the highest-need schools and shortage subject areas such as math and science. It has funded the launch and development of high-quality teacher recruitment and training programs in urban and rural areas across the country, including many of our Teaching Fellows programs, which now operate in more than 20 cities.

Through these programs and others, The New Teacher Project has recruited or trained a total of more than 6,600 math, science and special education teachers since 2005. In 2008 alone, TNTP's Teaching Fellows programs produced 770 math and science teachers, which amounts to more than the number of math and science teachers licensed annually by some states, including Washington.

We employ a wide variety of recruitment strategies to attract candidates who are eligible to teach math and science. These strategies include the following:

Data-Driven Goals and Targets

Prior to the start of any recruitment campaign, TNTP staff members work backwards from the program's overall hiring target to identify the number of applicants the program must attract and estimate conversion rates at particular junctures (e.g., out of the total pool of applicants, what percentage will be selected for an interview). We work closely with our district partners to establish recruitment targets in specific subject areas and grade levels to ensure that our efforts are meeting the most critical needs of the district. Throughout the campaign, we carefully track our progress toward these goals through our proprietary TeacherTrack(tm) software, which is capable of generating real-time reports and progress assessments as needed.

Distinctive Program Branding

Major corporations have relied upon brand recognition as a crucial marketing strategy for decades. With such success in mind, we build our recruitment campaigns around a unique branding effort that draws public attention to the program and promotes easy recall of key information. Each of our programs receives a unique name, logo, tagline and appearance throughout all marketing materials and on the program website.

Multiple Marketing Strategies and Trained Recruiters

To attract the most qualified individuals, we utilize a variety of proven recruitment strategies that take the process beyond mere advertising, relying on such methods as internet marketing, print advertising, grassroots outreach, and the activities of full- and part-time recruiters who cultivate relationships with community leaders and career service offices, make community and campus presentations, and utilize a host of other tools to reach out to potential applicants. A variety of coordinated recruitment materials (such as flyers, postcards, newspaper and radio advertisements, and other marketing collateral) support these strategies and encourage interested candidates to visit the program's interactive website.

High-Impact Messaging

The New Teacher Project's experience has shown that clear, compelling and honest messages are critical to a successful recruitment campaign. Thus, the recruitment messages used will appeal to an individual's desire to be part of a significant effort to expand educational opportunity and excellence for all students. TNTP's

prior experience has found that successful recruitment messages also place an emphasis on changing the lives of some of the nation's most under-served students, not solely on addressing teacher shortages; create an aura of selectivity around the program; and convey that new teachers will have the opportunity to assume leadership roles within their schools and district. Finally, effective messages also begin to create a sense of identity and connectedness among applicants. Taken together, these messages appeal to each individual's sense of personal mission, responsibility and challenge.

Advanced Technology

An interactive, high-quality website functions as the centerpiece of the recruitment campaign. Created by professional designers and updated regularly by program staff, our programs' websites maintain a professional appearance with a direct and easy-to-use format. They are also integrated with TNTP's TeacherTrack(tm) applicant tracking software, which improves the ability of program staff to monitor key data, conduct quality control and communicate with candidates.

Meticulous Cost-Effectiveness Tracking

The New Teacher Project constantly evaluates its recruitment strategies to ensure they are cost-effective. We monitor our results on a daily basis, determine a specific return on investment (ROI) for every strategy from internet advertising to on-campus recruiting, and reallocate recruitment funding to those strategies that demonstrate the greatest success.

Targeted Outreach and Cultivation

To recruit teachers for high-need subject areas, our programs rely on targeted campaigns that apply the strategies outlined above with even greater intensity. For example, the program may compile an extensive list of potential sources for teacher candidates, including local organizations such as professional associations, interest clubs and academic societies. Efforts focus especially on those sources that may generate leads in high-need areas, such as a Latino Society or a robotics club. Prospective applicants then receive personal attention from program staff or an invitation to attend a special recruiting event that generates excitement about the program and creates a sense of connectivity among the potential new teachers.

[VIA FACSIMILE],
U.S. CONGRESS,
Washington, DC, October 13, 2009.

Ms. LATANYA DANIELS, *Assistant Principal,*
Edison High School, 700 22nd Avenue, NE, Minneapolis, MN 55418.

DEAR MS. DANIELS: Thank you for testifying at the Committee on Education and Labor's hearing on, "Teacher Equity: Effective Teachers for All Children," on September 30th, 2009.

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2. Last session, Congress passed the Higher Education Opportunity Act. I worked with my colleagues to see that language was added that would allow school districts to recruit content specialists from among mid-career professionals with expertise in math, science, and critical foreign languages. This amendment is consistent with the idea that effective teaching does not necessarily come from years of teaching but from practical or real world experiences. With our students falling below many other nations, especially in the fields of math and science, I would like to know from our witnesses what is being done at the local level to recruit these specialists? Has the

Department of Education offered guidance or promulgated regulations to school districts on how to recruit?

Please send an electronic version of your written response to the questions to the Committee by close of business on 10/21/09. If you have any questions, please do not hesitate to contact the Committee.

Sincerely,

GEORGE MILLER, *Chairman.*

Ms. Daniels' Responses to Questions Submitted for the Record

Representative Cathy McMorris-Rogers (R-WA) has asked that you respond in writing to the following questions:

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

One of the important tenets of the TAP system, and something we follow at Thomas Edison High School, is the inclusion of special education teachers in the professional development cluster groups attended by all teachers in the school. This provides special education teachers with opportunities to interact with peers, to compare strategies, and to share their unique perspective on adapting strategies for individual students with teachers of other students. We find that the same qualities of exceptional teaching hold true in special education classrooms as well as in other classrooms. And TAP's focus on helping teachers to differentiate learning for individual students supports special education teachers who must meet this challenge every day. Attached is an article discussing how TAP supports special education teachers from the February 2007 edition of Special Ed Advisor.

Do special needs students excel under the supervision of teachers with years of experience or rather do they succeed under a program that can improve the quality of education, despite a lack of experience?

My experience is that special needs students in TAP schools excel under the supervision of both new and veteran teachers. TAP's intensive professional development and support help newer teachers to improve their instruction more quickly, and the same support helps veteran teachers to continue to improve their craft. Considering the shortage of teachers being recruited and retained in this hard to staff field, it is important to focus resources on supporting both experienced and inexperienced teachers at all stages of their careers. TAP's structure of support provides all special education teachers with access to school-based expert master and mentor teachers to provide coaching and feedback. It also provides outstanding special education teachers with the opportunity to serve as master and mentor teachers, thus providing powerful opportunities for growth and advancement. In fact, we currently have two master teachers at Thomas Edison High that are licensed special education teachers that are working with our setting 1 and DCD/autism teachers.

What role do resources, both monetary and non-monetary, play in improving the quality of classroom instruction, particularly for special needs students? For example, to what extent have states and school districts utilized the Teacher Incentive Fund Act or Race to the Top established in the stimulus package for special needs students? Are they even able to access funds?

As noted in the attached article from Special Ed Advisor, February 2007, TAP schools include special education teachers in performance pay, classroom evaluations and professional support. Many of these TAP schools are part of Teacher Incentive Fund (TIF) projects, and we feel strongly that all teachers in a school should be eligible for support using these funds. Special education teachers in TAP schools are included in TIF grants in Illinois, Ohio, South Carolina, Texas, Pennsylvania and Colorado.

What additional incentives are necessary to encourage teachers to enter teaching field for special needs students?

The TAP system provides significant and meaningful opportunities for career growth, professional support, feedback on classroom teaching, help analyzing student data and developing formative assessments, collaboration with peers and additional compensation. We find that all teachers benefit from these opportunities. In addition, the TAP model allows for additional incentives to be provided for teachers in hard to staff subjects, and special education could be identified by a school as one of those subjects. However, we find that it is the support TAP provides that is the greatest incentive for special education teachers to begin and remain in that field.

2. Last session, Congress passed the Higher Education Opportunity Act. I worked with my colleagues to see that language was added that would allow school districts to recruit content specialists from among mid-career professionals with expertise in math, science, and critical foreign languages. This amendment is consistent with the idea that effective teaching does not necessarily come from years of teaching but from practical or real world experiences. With our students falling below many other nations, especially in the fields of math and science, I would like to know from our witnesses what is being done at the local level to recruit these specialists? Has the Department of Education offered guidance or promulgated regulations to school districts on how to recruit?

I am not familiar with federal guidance or regulations on recruiting mid-career professionals. I am a strong believer in the importance of a system of support, accountability and coaching for new teachers who enter the field from other careers. These individuals offer tremendous promise as content specialists, and as professionals with life experiences to bring to students. In my experience, in order to keep these new entrants it is critical that they have a system of support within the school. TAP provides weekly collaborative sessions with fellow teachers, as well as daily support in the classroom from master and mentor teachers. This enables these new teachers to be successful more quickly, to receive timely and substantive feedback on their instruction, and more rapidly understand the use of student data and assessment for planning instruction. Without such support, I have seen mid-career entrants to teaching quickly become disillusioned and leave the classroom.



Dr. Gary Stark is vice president of program development for the National Institute for Excellence in Teaching, which operates the Teacher Advancement Program (TAP) and works with a range of other effective teacher quality reforms. He holds a doctorate in educational administration and a B.S.E. in special education from the University of Arkansas.

Kelly Hansen is a mentor teacher who educates K-5 students with cognitive and severe needs at Edwards Elementary School in Edwards, Colo. She has been teaching special needs students for nine years.

Portions of grants from the Teacher Incentive Fund will go toward the implementation and/or expansion of TAP in Eagle County, Colo.; Ohio; South Carolina; and Chicago.

The opinions expressed in this article are the authors' own and do not necessarily reflect those of the Special Ed Advisor.

Comprehensive Reform Can Lead To Increased Achievement for Special Ed Teachers and Students

By Gary Stark, in partnership with Kelly Hansen

With the challenge of attracting high-quality teachers and improving achievement for all students more urgent than ever before, states have started exploring bold new ways of reaching these critical goals. An approach that has increasingly received attention and support is performance pay — just rewards for teachers who increase their effectiveness, and in turn, produce measurable achievement gains for their students.

Momentum for performance pay reached new heights last fall when the U.S. Department of Education announced \$42 million in new Teacher Incentive Fund grants to aid states and districts in providing financial incentives to teachers and principals who improve achievement in high-need schools. The department plans to allocate a second round of funds this spring.

As states, districts and schools are working to develop new compensation systems, teachers are raising a multitude of questions about how their performance will be measured. These questions are notable in the nation's community of special education teachers, who face incredible educational feats daily. "How can my performance be judged on the performance of my students," they may ask, "if the performance of my students varies every day?" Or, more importantly, "How can I be measured the same way as a colleague with mainstream, high-performing kids?"

Teachers on the whole agree that the highest quality teachers should be rewarded, just as in other professions. The challenge is making the methodology of rewarding teachers fair, objective and inclusive of all factors that affect student achievement. A performance pay system must be *comprehensive* to effectively reward teachers and create an environment for them to thrive.

While some districts are trying to implement performance pay in an isolated, and,

thus, ineffective manner, others are implementing whole-school reform systems that have real promise of developing the talented teachers this nation needs and the achievement gains its children deserve. The Teacher Advancement Program, or TAP, is an example of a comprehensive model that does just that.

Operated by the National Institute for Excellence in Teaching (NIET), TAP has been in existence for more than six years, and during that time, has garnered broad-based support at all levels. Launched in a handful of schools, the program is now implemented on over 130 campuses spanning 14 states plus the District of Columbia. TAP has seen tremendous progress and growth because it makes *all* teachers eligible for rewards for good work while providing powerful opportunities for them to grow and advance professionally.

The TAP system is based on four key elements:

- **multiple career paths** to enable teachers to advance from "career" to "mentor" to "master" teacher without leaving the classroom, and receiving extra responsibilities and commensurate pay as they move up the ranks;
- **ongoing applied professional growth** embedded in the regular school day to help all teachers improve instruction by addressing specific needs as determined by classroom performance evaluations and student achievement growth;
- **instructionally focused accountability** to incorporate multiple evaluations for all teachers based on clearly defined and scientifically validated teaching rubrics —and conducted by trained and certified evaluators; and
- **performance-based compensation** to allow salaries and bonuses to be tied to responsibilities, classroom performance and

See TAP, p. 7

TAP (continued from p. 6)

student achievement growth as determined by pre- and post-test outcomes using a “value-added” model.

Because TAP restructures the school culture to help teachers and students reach school-wide goals, special education teachers can — and do — benefit from all of the program’s four elements when implemented properly and consistently. They are eligible to apply for open TAP mentor or master teacher positions, in which they would receive higher pay for taking on additional responsibilities.

Indeed, their cross training and instructional expertise would make special education teachers valuable assets to a TAP leadership team, which consists of the principal as well as mentor and master teachers.

Through the program’s professional development system, special education teachers improve their instruction by participating in weekly collaborative “cluster” meetings for teachers to meet, learn, plan, mentor and share instructional strategies with other teachers directly based on students’ areas of need. All teachers participate in the TAP instructional evaluation process based on specific teaching rubrics that focus on curriculum-neutral instructional standards emphasizing differentiated teaching methods. And all teachers have the opportunity to qualify for performance-based compensation for a job well done.

Teacher Accountability

The teacher accountability system is a very important aspect of TAP. So often accountability goals or the school improvement focus is on just reading and math grade-level teachers, as these subject areas are most often reflected in the statewide examinations. TAP also focuses on areas of needed improvement and utilizes some of the same accountability data, but recognizes that long-term school improvement and teacher quality must include the contributions of all teachers within a given

school. The TAP structure, hence, counters the natural tendencies to isolate teachers and maintains a school-wide effort of improvement and growth opportunities for all.

Special education teachers know these tendencies all too well. They are often isolated in their instructional

See TAP, p. 8

Easing Transition to Elementary School

The following are ideas from National Inclusive Schools Week for schools that want to ease the transition within early childhood programs and from preschool to elementary school for young children, including students with disabilities and those from culturally diverse backgrounds.

- Arrange an Open House Day for all incoming children and families. Have faculty present, including related service staff, to welcome parents and their children. Make sure that all sessions are wheelchair accessible and that there are foreign language translators and sign language interpreters available.
- Host a Professional Transition Day to increase communication between early intervention and early childhood programs. Develop shared ideas and commitments that will enhance the transition experience for families. Meetings pertaining to individual students can also be set up during this time.
- Join forces with your partner early intervention or early childhood programs to develop a family-friendly brochure outlining the steps involved in the transition to preschool. Include local resources, tips from parents, questions to ask and contact information for all programs.
- Collaborate with other early childhood programs to host a Preschool Awareness Day. Families of children eligible for preschool can evaluate their options during one afternoon by talking to representatives from various programs. Each program should have an informational brochure available for families to take home.
- Work with local early childhood programs to set up a field trip to the kindergarten. Allow students to explore the classrooms and meet the teachers.
- Develop a portfolio of students’ work to send along with them to kindergarten.
- Create excitement about the transition to kindergarten. Host a “Moving Up” party for students and their families. Invite the kindergarten teachers and principal to attend.
- Arrange home visits for preschool staff to meet the families of incoming students. Time these visits to coincide with early intervention services so that service providers have a chance to exchange ideas.
- Make all printed information about early intervention, preschool and kindergarten programs available in the languages that are reflected in the community.
- Create a warm and inviting atmosphere in the preschool or kindergarten program. Set up a comfortable area for parents to sit, with coffee available.

For More Information

Visit <http://www.inclusiveschools.org> for a complete list of suggestions for schools and families. 📄

TAP (continued from p. 7)

efforts due to the unique learning needs and challenges of many of their students or classrooms. They are sometimes perceived as having a different accountability mechanism due to the individualized education program (IEP) regulations mandated by the Individuals With Disabilities Education Act (IDEA).

Truth be told, special education teachers have long been dealing with accountability — well before the No Child Left Behind Act (NCLB) of today. Their experiences in meeting individual growth goals for their students and dealing with multiple measures of accountability are much more than different, and should be considered advanced and invaluable.

Because special education teachers are *integrated into* the TAP professional development system, they not only have the opportunity to be involved with grade-level and other content teachers, but the grade-level and content teachers also have the opportunity to learn a wealth of individual learning strategies that can be applied in the regular education environment.

No teachers are better at individually modifying instruction or differentiating instruction than special education teachers. These are predominant skill sets necessary and applicable to every student and every classroom as schools work to meet the expectations of NCLB. Thus, the same collaborative focus that exists in a TAP school, strengthening the connections between special education and regular education teachers, also distributes the accountability and responsibilities for all students with regard to adequate yearly progress (AYP).

All sub-groups and populations, for example, become a school-wide focus, rather than the isolated “blame game” in which special education teachers may be perceived as only responsible for special education students’ achievement score, or third-grade reading teachers may be perceived as only responsible for the reading score in third grade.

Teacher’s Experience

Putting these factors into context, TAP has become an essential tool for Kelly Hansen, a mentor teacher who educates students with cognitive and severe needs at Edwards Elementary School in Edwards, Colo.

Edwards Elementary is within Eagle County Schools, a recipient of a Teacher Incentive Fund grant that will be used to enhance TAP in its 15 schools. Hansen uses TAP to help her continually adapt instructional practices to accommodate the daily educational challenges of her students and meet targeted benchmarks. Students who qualify for her program score 70 or below on IQ tests or have a physical disability.

Hansen’s current six students range from completely dependent on adult care and functioning at an infant’s level, to having the ability to attend special classes such as art, physical education and music with the help of their peers and the regular classroom teachers. Academically, they function at approximately the early first-grade level.

Understandably, Hansen was apprehensive when TAP was first implemented, and had similar questions to those special education teachers are currently posing about potential performance pay programs in their districts. However, because she was given time to learn and understand the TAP instructional rubric, she was able to apply its model teaching practices to the unique needs of her students.

Hansen simply believes that TAP provides the structure to cultivate the best teaching practices for all types of educators, regardless of student levels. Following the research-based instructional rubric helps guide effective lessons, leading to increased student learning. Because TAP’s training has been so successful, Hansen frequently uses the rubric to help teach her students life lessons, such as hand washing, complete with basic comprehension questions to higher level thinking. All of Kelly’s students have grown at least one proficiency level since the beginning of the 2005-2006 school year.

Hansen’s expertise and innovative teaching methods help her lead the specialist “cluster” meeting each week. With reading improvement identified as her school’s goal, she helps art and physical education teachers infuse reading into their daily lessons. Students are now reading sports and music magazines, game instructions and other items, and seeing a connectivity and relevance across the curriculum that will no doubt help them toward their goal.

Districtwide, Hansen proposed monthly special education clusters, which the administration is implementing for the first time. Working with special education teachers in her specific field is allowing Hansen to share her own strategies and bring new ideas into her classroom. She is a highly effective teacher, and will welcome the performance bonus she rightfully deserves.

Performance pay is a different way of doing business in the teaching profession, and with new methods come various challenges and adjustments. TAP and similar reforms have proven that implementing performance pay in the context of a comprehensive, research-based reform produces results. The momentum for performance pay provides a great advantage to explore effective programs that improve student achievement and teacher effectiveness. Implementing these programs correctly will ensure a quality educational opportunity for those who need it the most — America’s students. ♣

[VIA FACSIMILE],
U.S. CONGRESS,
Washington, DC, October 13, 2009.

Mr. FREDERICK M. HESS, PH.D, *Director,
Education Policy Studies, 1150 Seventeenth Street, NW, Washington, DC 20036.*

DEAR DR. HESS: Thank you for testifying at the Committee on Education and Labor’s hearing on, “Teacher Equity: Effective Teachers for All Children,” on September 30th, 2009.

Representative Cathy McMorris-Rogers (R-WA) has asked that you respond in writing to the following questions:

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

Do special needs students excel under the supervision of teachers with years of experience or rather do they succeed under a program that can improve the quality of education, despite a lack of experience? What role do resources, both monetary and non-monetary, play in improving the quality of classroom instruction, particularly for special needs students? For example, to what extent have states and school districts utilized the Teacher Incentive Fund Act or Race to the Top established in the stimulus package for special needs students? Are they even able to access funds?

What additional incentives are necessary to encourage teachers to enter teaching field for special needs students?

2. Last session, Congress passed the Higher Education Opportunity Act. I worked with my colleagues to see that language was added that would allow school districts to recruit content specialists from among mid-career professionals with expertise in math, science, and critical foreign languages. This amendment is consistent with the idea that effective teaching does not necessarily come from years of teaching but from practical or real world experiences. With our students falling below many other nations, especially in the fields of math and science, I would like to know from our witnesses what is being done at the local level to recruit these specialists? Has the Department of Education offered guidance or promulgated regulations to school districts on how to recruit?

Please send an electronic version of your written response to the questions to the Committee by close of business on 10/21/09. If you have any questions, please do not hesitate to contact the Committee.

Sincerely,

GEORGE MILLER, *Chairman*.

[VIA FACSIMILE],
U.S. CONGRESS,
Washington, DC, October 13, 2009.

Ms. LINDA MURRAY, *Acting Executive Director*,
Education Trust-West, 1814 Franklin Street, Suite 220, Oakland, CA 94612.

DEAR MS. MURRAY: Thank you for testifying at the Committee on Education and Labor's hearing on, "Teacher Equity: Effective Teachers for All Children," on September 30th, 2009.

Representative Cathy McMorris-Rogers (R-WA) has asked that you respond in writing to the following questions:

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

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Please send an electronic version of your written response to the questions to the Committee by close of business on 10/21/09. If you have any questions, please do not hesitate to contact the Committee.

Sincerely,

GEORGE MILLER, *Chairman.*

[VIA FACSIMILE],
U.S. CONGRESS,
Washington, DC, October 13, 2009.

Ms. MARGUERITE ROZA, PH.D., *Research Associate Professor,*
University of Washington Center on Reinventing Public Education, 2101 N 34th
Street, Suite 195, Seattle, WA 98103.

DEAR DR. ROZA: Thank you for testifying at the Committee on Education and Labor's hearing on, "Teacher Equity: Effective Teachers for All Children," on September 30th, 2009.

Representative Cathy McMorris-Rogers (R-WA) has asked that you respond in writing to the following questions:

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

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What additional incentives are necessary to encourage teachers to enter teaching field for special needs students?

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Please send an electronic version of your written response to the questions to the Committee by close of business on 10/21/09. If you have any questions, please do not hesitate to contact the Committee.

Sincerely,

GEORGE MILLER, *Chairman.*

[VIA FACSIMILE],
U.S. CONGRESS,
Washington, DC, October 13, 2009.

Mr. DENNIS VAN ROEKEL, *President,*
National Education Association, 1201 16th Street, NW, Washington, DC 20036.

DEAR MR. ROEKEL: Thank you for testifying at the Committee on Education and Labor's hearing on, "Teacher Equity: Effective Teachers for All Children," on September 30th, 2009

Representative Cathy McMorris-Rogers (R-WA) has asked that you respond in writing to the following questions:

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

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What additional incentives are necessary to encourage teachers to enter teaching field for special needs students?

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Please send an electronic version of your written response to the questions to the Committee by close of business on 10/21/09. If you have any questions, please do not hesitate to contact the Committee.

Sincerely,

GEORGE MILLER, *Chairman.*

Mr. Van Roekel's Responses to Questions Submitted for the Record

DEAR CHAIRMAN MILLER: Thank you again for the opportunity to testify before the Education and Labor Committee last month on the important issue of ensuring effective teachers for every student. I am pleased to provide the following responses to the follow-up questions submitted by Representative McMorris Rodgers.

1. This hearing provides an excellent opportunity to talk about special education and the quality of classroom instruction for special needs children, particularly whether the witnesses believe the theories for improving the quality of education remain true for special needs students.

Do special needs students excel under the supervision of teachers with years of experience or rather do they succeed under a program that can improve the quality of education, despite a lack of experience? What role do resources, both monetary and non-monetary, play in improving the quality of classroom instruction, particularly for special needs students? For example, to what extent have states and school districts utilized the Teacher Incentive Fund Act or Race to the Top established in the stimulus package for special needs students? Are they even able to access funds?

What additional incentives are necessary to encourage teachers to enter teaching field for special needs students?

RESPONSE: First, we believe it is premature to discuss how states and school districts have spent funds under the "Teacher Incentive Fund or Race to the Top established in the stimulus package," as the U.S. Department of Education has not yet released final applications. The Department, however, may be able to provide Congress with more information about its timetable for release of those applications and the timing of availability of funds.

In response to the remainder of the question, we offer the following information. To provide quality instruction for the highly diverse population of students with disabilities, educators—including general education teachers, special educators, paraeducators, and administrators—need specialized, comprehensive preparation to teach special-needs students and students in high-poverty, high-minority schools effectively. Educational researchers and practitioners agree that they also need continuing professional development that is intensive and tailored to their specific needs.

NEA advocated for improvement of the quality of instruction through better professional development by clearly earmarking IDEA "Part D" funds for enhanced professional development and training.

All students, including students with disabilities, need and deserve access to accomplished educators. Experience matters as well as the educators' ability to impart their knowledge to all of their students, including their students with unique needs.

The educational research and policy communities increasingly agree that quality teachers:

- Know their subject matter;
- Know how to teach that subject matter; and
- Understand how students learn and what it takes to reach them.

To ensure every student the opportunity to learn from a quality teacher, we must support teachers along every point in the Teacher Development Continuum:

Protect and promote high standards for entry into the profession

- Recruit talented and committed professionals to the teaching profession and develop a teacher workforce that reflects the diversity of the student population and nation as a whole.
- All teachers entering the profession must demonstrate subject matter competence, pedagogical skills, and teaching ability before entering the classroom as a teacher-of-record. Alternative route programs must maintain the same standards as other teacher preparation programs and must be equal in rigor and content.
- Teachers of special-needs students and students in high-needs schools require specialized preparation that equips them for successful practice.

Support and measure new teacher performance

- Policies and funding should focus on comprehensive new teacher induction systems that treat new teachers as “residents” or “interns.” This would mean more support and training, less demanding classroom assignments, and significantly more focused performance assessments for all beginning teachers, regardless of their preparation and routes to licensure.

Improve teaching and learning conditions

- Teaching and learning conditions—time, teacher empowerment, school leadership, professional development, and facilities and resources—are critical to increasing student achievement and retaining teachers.
- Teachers must be intimately involved in every phase of their ongoing training, with high-quality professional development programs focusing on pedagogy and helping teachers develop the deep understanding of how students learn.
- Principals should also be provided with high-quality professional development so they can serve as instructional leaders in their schools and work collaboratively with teachers to improve student learning.

Strengthen teacher evaluation systems

- New policies and funding should create teacher evaluation systems that are specifically designed to enhance teacher effectiveness. Evaluation systems must be based on clear standards, and incorporate an array of measures to assess teacher practice and teacher contributions to student success. Information from evaluations should be used to modify induction practices and professional development in order to meet learning objectives for both students and teachers.

Enhance and reward teacher skills and knowledge

- Provide teachers with job-embedded professional learning opportunities and create systems for regular collaboration among educators within schools and districts to improve teaching practice.
- Ensure a \$40,000 minimum salary for all teachers in every school in the country.
- Provide financial recognition to individual teachers who demonstrate accomplished teaching skills (such as National Board Certified Teachers), financial incentives for teaching in high-needs schools, additional compensation to those who take on additional responsibilities (such as mentor teachers), and school-wide bonuses for improved student learning.

Ensure that students in high-poverty and other hard-to-staff schools have access to quality teachers

- Provide an array of incentives to attract and retain qualified teachers to such schools.
- Improve teaching and learning conditions, including by reducing class sizes and ensuring safe modern facilities, providing state-of-the-art teaching resources, investing in effective school leadership training, and assuring teachers the opportunities to work together to address student learning needs and challenges.

2. Last session, Congress passed the Higher Education Opportunity Act. I worked with my colleagues to see that language was added that would allow school districts to recruit content specialists from among mid-career professionals with expertise in math, science, and critical foreign languages. This amendment is consistent with the idea that effective teaching does not necessarily come from years of teaching but from practical or real world experiences. With our students falling below many other nations, especially in the fields of math and science, I would like to know from our witnesses what is being done at the local level to recruit these specialists? Has the Department of Education offered guidance or promulgated regulations to school districts on how to recruit?

RESPONSE: As an initial matter, we believe the premise of one of the statements in the inquiry presents a false dichotomy—educators may have deep content knowl-

edge but that does not mean that they are necessarily effective at imparting that knowledge to students. As stated above, quality teachers:

- Know their subject matter;
- Know how to teach that subject matter; and
- Understand how students learn and what it takes to reach them.

NEA supports nontraditional routes to teacher licensure as long as these different “pipelines” are equal in rigor and require that every teacher candidate meet identical standards and measures to receive a professional teaching license in a given state. While each pipeline utilizes different strategies in different sequential order, they all share the same core elements:

- Adequate basic skills in reading, writing, and computation.
- Preparation in and demonstration of subject matter knowledge in core teaching area, with an academic major in that same teaching area.
- Preparation in and demonstration of professional and pedagogical skills, knowledge, and ability.
- Supervised clinical practice via an internship, student teaching, and/or mentoring program.
- Participation in a new teacher induction program that includes mentoring from a qualified teacher in addition to support and/or mentoring from university faculty, school administrators, and new teacher peers.
- Full professional licensure only after demonstrating effective classroom practice as a teacher-of-record.

The Department of Education has several initiatives that encourage interest in careers in mathematics and science and promote pursuing a career as a teacher of mathematics or science.

For example, in 2006, two student grant programs—the Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (National SMART Grant) Programs—were enacted to meet the growing need for improved math and science instruction. These grants encourage students to take more challenging courses in high school—making success in college more likely, according to research—and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages. The final regulations can be accessed here: <http://www.ed.gov/legislation/FedRegister/finrule/2007-4/102907a.html>. Additionally, more information can be accessed on the Department’s website here: <http://www.ed.gov/about/offices/list/ope/ac-smart.html#>.

As an example of a program designed to recruit quality educators in mathematics and science, we would refer you to the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a high need field in a public or private elementary or secondary school that serves students from low-income families. High need fields include mathematics and science, as well as other fields such as special education. More information on that program can be accessed here: <http://studentaid.ed.gov/students/attachments/siteresources/TEACH%2009-10-tagged.pdf>, with more information available here: <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>. Regulations for this program were finalized in 2008.

We would also like to highlight an additional barrier to recruitment of mid-career professionals into the teaching field—the Windfall Elimination Provision. This unfair offset reduces by as much as half Social Security benefits earned in the private sector if the worker takes a public sector job not covered by Social Security. Educators in 15 states do not pay into Social Security and receive a public pension upon retirement. However, any Social Security benefits they may have earned in private sector jobs will be subject to this offset and significantly cut. Many mid-career professionals knowingly take salary cuts when they move into teaching. However, they do not expect to jeopardize their retirement security in making this career move. As a result, the WEP discourages the very sort of recruitment the question seeks to encourage. This offset, along with the equally unfair Government Pension Offset, need to be repealed both to ensure retirement security for public servants and to help encourage recruitment of talented individuals into the teaching profession.

We thank you for the opportunity to provide this additional information. We would be happy to respond to any additional questions from the Committee.

[Whereupon, at 1:37 p.m., the committee was adjourned.]

